

# COLLEGE AND UNIVERSITY

THE JOURNAL *of the* American  
Association of Collegiate Registrars  
*and* Admissions Officers



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[EDITOR'S NOTE: The Editor wishes to acknowledge with gratitude the help of Mr. R. E. McWhinnie, University of Wyoming, Mr. John Bunn, Bowling Green State University, and Miss Eleanor Tibbetts, Wells College, all of whom assisted in collecting and co-ordinating the material from the eight workshops of the Convention.

President Arthur S. Flemming's address to the Convention was made from notes, and not from a prepared manuscript. The stenotypist's transcription was sent to him for revision, but reached him just before his inauguration as President of Ohio Wesleyan University, so that he was understandably prevented from dealing with it in time for the present number. It is hoped to publish his address in the October issue.]



## Ralph E. McWhinnie

IT WAS PROBABLY no surprise to Ralph McWhinnie to find himself chosen as the thirty-fifth President of the American Association of Collegiate Registrars and Admissions Officers: he is accustomed to being the head man in any enterprise to which he turns his varied talents and his abundant energy. From his college days, when he was president of his fraternity ( $\Sigma N$ ) in which he is now active as the Division Inspector of the six Colorado-Utah-Wyoming chapters, and president of the campus Y.M.C.A., down to the acceptance of this latest distinction, he has had a long succession of honors conferred upon him. He has been a vestryman of St. Matthews Episcopal Cathedral in Laramie, which he has also served successively as Sunday-school secretary and superintendent for a twenty-year period. He has been Worshipful Master of his Masonic Lodge and is now a Grand Lodge officer in Wyoming. In the Scottish Rite Branch of Masonry, he has been recognized as a K.C.C.H. In the Rotary Club of Laramie he has been treasurer, sergeant-at-arms, historian, and president. He has attended Rotary meetings in England, Switzerland, Belgium, France, and Italy. He served as governor of Rotary District No. 113 in 1942-43. He has been President of the Mountain States Intercollegiate Athletic Conference and of the University of Wyoming Alumni Association. The Colorado-Wyoming Registrars Association twice named him President; three times he has filled that office for the Wyoming Chapter of Phi Kappa Phi Honor Society.

Mac was born on a ranch in Wyoming and has lived all his life in that state. He is said to know more Wyoming people by name than anyone else in the state, and his phenomenal memory for names, faces, and facts is traditional at the University of Wyoming, where he graduated in 1920.

Even before graduation he worked part-time in the Registrar's Office. He became Acting Registrar two months before he took his degree, and has been Registrar since 1922. He received his Master's degree from Stanford in 1935.

From 1944 to 1949 McWhinnie was Book Review Editor of COLLEGE AND UNIVERSITY, a responsibility which he discharged with characteristic energy and efficiency. He has long been a member of the Association's Committee on Transcript Adequacy and in 1948-49 he was our First Vice-President. It is a foregone conclusion that he will fulfill his new office with the vigor and competence to which the Association, from a long succession of able and devoted presidents, has become accustomed.

W. C. S



RALPH E. McWHINNIE

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## Major Issues in Today's Higher Education<sup>1</sup>

ORDWAY TEAD

THE MAJOR characteristic of the great volume of today's thinking about colleges and universities is its sense of a public responsibility to be fulfilled. Never before has there been so much honest, penetrating and soul-searching analysis and creative concern as now. We are looking into the third quarter of the twentieth century with an impassioned determination that higher education shall from now on count heavily among the formative forces of our national life. We propose that it shall add just as much as is humanly possible toward the advancement and fulfillment of an American way of life in which whole personalities are realizing the promise of personal and social selfhood.

The fact is that something new has been added. It is something which makes our sense of urgency in responsibility not wishful but possessed of a high practical potential for good. Let us mention briefly some of the reasons for and roots of this refreshing, future-facing dynamism.

The unemployment of the thirties gave momentum to the view that an increase of the school-leaving age to 18 was not only practical but was desirable. Education beyond the twelfth year of schooling

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<sup>1</sup> Address delivered before the National Conference on Higher Education, National Education Association, Chicago, April 4, 1949.

and through the fourteenth year was gradually coming to be thought of as a feasible standard. The astounding growth of the junior or community college movement became the tangible expression of this aspiration.

The GI Bill of Rights has doubled college enrollments since the war. And thousands of young men from economic levels where heretofore a college education was felt to be out of the question, not only came to college, but they have vastly profited by the experience.

During and after the war, scores of colleges and a number of professional associations were voluntarily engaged in rigorous self-examination which resulted in faculty reports, new policy statements, new programs of post-war curricular change—all animated by an acute sense of this same public accountability, both as to what should be done on behalf of the student individually and of the society in which he will function.

Not the least of the evidences of this new vitality was the appointment in 1946 of the President's Commission on Higher Education. It produced an extensive body of findings which represented a comprehensive stock-taking and program of recommendations. I believe that, whatever its numerous faults and deficiencies, this report will historically come to be acknowledged as supplying something of a landmark, something of a symbol of the end of one era and the beginning of another.

A different kind of vitalizing influence of which I believe account has to be taken as we look ahead, lies in the realm of pedagogical approach. It is more than suggestive that in his newest volume, *The Mature Mind*,<sup>2</sup> Harry A. Overstreet reminds us that education can be technically aided by recognition of at least five comparatively new items of scientific knowledge. These are: our ability to identify the psychological age of individuals; our ability to recognize and remedy mental fixations and frustrations; the idea of the conditioned response; the fact of unique individual aptitudes; and the reality of adult capacity to learn. His descriptive elaboration of these five factors makes it clear that together they do help us to guide the learning experience more wisely than was true when we were without this knowledge.

Indeed, he might have added other recent findings of educative

<sup>2</sup> W. W. Norton & Company, New York, 1949.

value, such as our present knowledge of the interdependence of the culture and the self and the creative role of the person as an influence for cultural change; our grasp of the inwardness of the learning process; our new awareness of the importance of training in semantic discrimination, and our greater understanding of the working of group dynamics. All of these can, whenever we will, give added power to the educational effort and far greater assurance of sound educational outcomes.

In short, our psychological insights with the resulting implementing educational techniques are today at an unprecedented level of possible effectiveness. The fact that they are not widely applied is largely to be accounted for by the lag in teacher education. Nevertheless, in theory, the next generation of college teachers should be able to bring to pass a really deeprooted learning result.

So much, then, by way of accounting for our rightful exhilaration about the potentialities ahead. The field is ripe for harvest! We confront a new tempo, a new scope for our operations, a new, more inclusive mandate for our services, a new awareness of a public good to be ministered to, a new body of psychologically valid methodology to put to use.

My purpose here, therefore, is to offer a rapid overview of the unfolding prospects, seeking within the limits of my time to highlight their significant phases. I propose to say a few words first about the philosophical approach to our declared objectives. Second, I shall mention several items of broad educational statesmanship to the advancement of which I believe we should address ourselves. And third, I shall consider some of the most urgent phases of operating policy and practice within the educational activity itself. Philosophy, statesmanship, practice—these are my major themes.

The animating assumption throughout will be that only as we are conscious, articulate, critical and affirmative in these several areas within the institutions where our formative influence can be felt, will we accelerate practice in what we become convinced is the desired direction. The shape of things to come educationally is largely for us to determine. Failure or retardation here surely rests on the shoulders of those of us who have policy-making, administrative, and teaching responsibilities. Indeed, the only possible excuse for meetings like this, is that they send us home determined to strive harder, with greater discernment, and with more beneficial results.

## I

We first need always to hold in view what we are trying to do. Despite the volumes of formulation about divergent objectives in higher education, there is on the whole a certain major consensus as to general aims, with a few conspicuous and well-advertised deviations. Both in theory and practice the agreements far outweigh the differences. The central problem becomes one of effectuation as to those aims which do have wide concurrence.

There is, for example, majority agreement that we are concerned with the growth of whole persons—body, mind and spirit in the cultural setting of a free, American democratic society. There is wide acceptance of the view that a four-year period of college cannot of itself fit young people for all of life. The growth of all types of adult education under university and other auspices is heartening evidence that both the institutions and their graduates are recognizing that education has to be a continuing process throughout life. This is an enormous gain, the impact of which is only beginning to be felt. For it leaves the colleges not so much with less to do as with a clearer sense of the educational foundations which it is their unique responsibility to lay, leaving other tasks to later years and to specialized educational auspices.

We know also that we can help individuals to cope with the multiplicity of human experience by viewing it in terms of various categories or emphases. These can greatly illuminate the nature of experience, yet they have little or no recognizable relation to the present names of academic subjects and departments. Such analysis into categories is not merely a philosophic exercise. It rather emanates from a desire to clarify our answer as to the what, why and how of all conduct.

Indeed, once the conventionally phrased statements of objectives are supplied (as they are now in large numbers), the problem becomes one of looking behind objectives or within them to answer this question: Are these objectives expressions in educational terms of the aims and purposes which human beings have a naturally insistent desire to fulfill in all their living? In other words, what are the life claims and aims underlying our educational objectives? Will our stated college objectives help to forward basic life demands and satisfactions? Of course, my own answer to all such questions is clear. We



will help to assure operating effectiveness if we scrutinize educational purposes in the light of life purposes.

For example, to start with a familiar identification of the categories of human action, we can consider the experiences of life in terms of fact, of value and of possibility. Educational aims can usefully be examined in these same terms. What facts do we need? What values do we espouse? What potentialities do we hold out as possible? I ask, what more discerning questions can be put as we look at the objectives of higher education?

Again, and I draw here upon a living philosopher,<sup>3</sup> each individual needs for his life realization these three—personal power, wisdom and morale. Here we have reference to a dimension which supplies the requisite vitality at levels physical, mental and spiritual; to a dimension which incorporates the use of the factual in the struggle to grow toward the wise; and to a dimension which recognizes our need of reassuring support for the enterprise of living. All of us are charged, in other words, to possess vitality, to become wise, and to have a reenforcing sense of sharing in sustaining power as we share in human conduct.

Education should, in all conscience, be preparing us to be more effective in coping with the vital, the wise and the holy. For everyone has to confront empirically the raw experiences of needs and drives. Everyone has to undertake some reflective assimilation of these. And everyone also has both to acknowledge and to use that which is directly apprehended in awareness of esthetic, contemplative and mysterious reenforcements. In each of these areas, moreover, there is the responsibility to choose the more valuable; and this involves some vision of the valuable and possible as rooted in a discerning knowledge of the actual.

Man has rightly been called a value-seeking, value-affirming and value-realizing animal. And the profound truth and implications of this characterization have to be made to pervade every aspect of the instructional process. Every teacher has to ask and every student has, soon or late, to try to answer questions about what has personal and social meaning and value in everything which is being studied. This

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<sup>3</sup> See paper presented at Conference on Science, Philosophy and Religion; September, 1948, by M. M. Kaplan; "The Need for Normative Unity in Higher Education".

inquiry necessarily extends into the realm of these three categories—namely, that of physical, mental and spiritual vitality; that of reflective capacity to face the problem situations of life; and that of the recognition and utilization of the beautiful, the mysterious, and the holy.

It should go without saying that meaning and value are neither identified nor accepted by the learner through a process of exhortation. They are the product of experience felt as good.

And the educational process, we have therefore to realize, is not valuable merely for some conjectural or imputed future good or use. We cannot now experience or project our future sense for the vital, wise and holy. Education is good, significant and helpful if, as he now learns, the student clearly recognizes and derives values and satisfaction out of the total learning experience. There may—and indeed there also should—be good expectations, hopes and aspirations out of education as to outcomes, as to possible channels of later personal expression. There should additionally be the building up of strong, continuing determination and devotion to use knowledge and reason to advance wise behavior. But we misconceive the learning effort if we do not read clearly into our objectives the notion that it requires, while it is going on, meaningful illumination and clarification of the going, contemporary world of the student—not of the more complicated world of the teacher. And, of course, for the student, the facts and the values of the contemporary world are continuously in process of being widened and deepened if the teaching has any vitality.

There are, in short, excitement and value in learning only as the teacher tunes in upon the mind, the problems and the interests of the learner. And the establishment of that connection is the key to the problem of our realizing educational objectives. For objectives are only good and useful as they touch off in action the desire of the learner for fuller mastery. And such genuine and sustained motives arise, not out of marks or grades, or out of some presumptive future utility of subject matter. They arise rather from an inner conviction of the student that something significant for him is *now* going on.

Only as a philosophy of life and of education can help us to approach our task with such fresh and basic insights as these, cutting across and rising above traditional subjects, can the translation of objectives into realized learning occur. For only as our instruction is illuminated by such a philosophy will the learning experience itself



possess sufficient vigor, interest, relevance, and challenge to alter the learner's behavior. And this, of course, is *the* test of learning. It is the failure to apply the integrated approach of such a philosophy to college instruction which gives rise to so much disappointment as to why college education does not change people more than it usually does.

## II

That there has to be, above and beyond the thinking of all of us about our own institutional problems, a clear responsibility for some disinterested consideration of higher educational statesmanship is, I am sure, becoming increasingly clear. What in national concern about the fulfillment of our mandate is everybody's business is nobody's business. And we here have to recognize the need that we embrace into our program a commitment to matters which rise above the concerns of individual colleges.

I shall pick out for emphasis three items of such general solicitude. First, is the new significance, growth and future potentialities of the two-year college—the community college. As said above, the goal of some kind of education for all through fourteen school years is becoming generally accepted. The parallelism here between the rise of the high school in the last fifty years and the current expansion of these community colleges promises to be close, for they will largely be colleges in which students live at home, pay only a small or no tuition, and in which the educational material will combine general with vocational training. My estimate is that the major problem as this growth goes on will be to assure that aims of citizenship, of personal effectiveness in human relations, of capacity for creative leisure-time use—these and other general aims are in danger of being subordinated to narrow vocational instruction. I submit that our experience with those high schools which are not all-purpose high schools gives substance for this concern. In other words, the many thousands of our present high school graduates who do not move on into college have by no means always obtained the general outlook and competence which they should have. Nor has there been generated the necessary incentive for them to keep on with the additional education which they so obviously need.

In short, here is an urgent higher educational issue of the next two decades—requiring the best creative intelligence we all can bring to it. And if we do not muff the ball, I am sure that we can make the

general and special education of the community colleges a tremendously powerful instrument for improved citizenship, improved self-awareness and improved personal usefulness for society.

My second problem of statesmanship derives in part from the first. We will need some thousands of teachers properly equipped for community college teaching and we will also need a new generation of four-year college teachers who are able to handle subject matter in the way in which the *general education* outlook requires. This problem has at least two significant aspects. One is the initial attracting into college teaching of young men and women who give genuine promise of both devotion to and skill in this profession. The other is the problem of the conduct of graduate education in our universities to help those selected to become really fine college teachers.

I have no ready prescription as to how enough properly qualified young people can be induced to take up teaching as a profession. The economic inequities here are of course an obvious and grave obstacle. But I submit in all honesty that if our present students saw in the classroom more teachers who were dynamic, zestful and vibrant personalities, the contagion of such examples would be greater than is now the fact. Also we need in the immediate future a deliberate campaign on the part of able college teachers to enlist more of their better pupils into the profession. There is every reason why efforts similar in intensity and skill to those used by the theological schools to induce young men into the ministry should also be used to induce them into college teaching as a consecrated calling.

Regarding graduate instruction for college teaching, we are in the initial stages of a salutary revolution. The experiments now going on, although not numerous and frankly tentative in method, are a gratifying sign that graduate schools are coming to have a conviction of sin as to their traditional methods. And the creative thinking being done along these lines in a few universities will surely bear fruit in the near future in a great abundance of efforts which will distinguish more clearly between training graduates for research work and training them to become good teachers.

The third item of statesmanship is the problem of financial support for the growing program of widening college opportunity at both the two- and the four-year level. I believe it is a mistake to conclude that the report of the President's Commission looked upon the place of private institutions of higher learning in a critical or negative way.

Rather it regretfully acknowledged a fact in pointing out that the comparative difficulties of public and private support of higher education indicate that increasingly the necessary support will have to come from public monies. There is every good reason why to the maximum extent possible this public support should derive from local and state sources. But a realistic look at the figures of state revenues makes it clear that the time is at hand when under careful organization and guidance we will have to call upon Federal resources on behalf of both public and independent private higher institutions for capital plant resources. We shall also create a program of national scholarships for students to utilize at any accredited college of their own choosing. I am confident that our experience thus far with the utilization of Federal monies for higher educational purposes need not lead us to be apprehensive about Federal control. But it is essential that we be exceedingly careful in contriving the machinery for allocating such funds so that local responsibility is kept strong and direct.

### III

My third major topic has to do with what I regard as the most insistent phases of operating policy and practice within the educational process itself. I have chosen six aspects of this for mention. They are:

- (1) The new emphasis on general education
- (2) The recognition of cultural pluralism
- (3) The need for vocational focus
- (4) The concern for the study of human relations
- (5) The place of religion in higher education
- (6) The quality of the teacher and the teaching in the light of our knowledge of the ways of learning.

(1) The current stressing of the phrase "general education" and of the approach which it implies seems to me to be a healthy sign. It essentially means a re-invigoration of the familiar liberal education idea rather than any generically new approach. The exponents of general education are primarily concerned to make vital, relevant and useful for our day, a truly liberating approach to helpful subject matter. And both the emphasis and the content of that subject matter are held to have significance to the extent that the student is equipped to approach his various responsibilities and duties as competently as possible. In other words, general education is a fresh look at liberal

education to assure that it has that dynamic quality which justifies any educational effort.

The proponents of general education recognize that it is having to minister to a far larger and more miscellaneous group of young people than was true a generation ago. Dominant intellectual interests, *per se*, can no longer be taken for granted. These proponents also recognize that the educational experience should hang together as more all of a piece intellectually than has been typically true. They seek some integrating basis and integrated result from the student's exposure to natural science, social studies, and the humanities. They hold that adherence to the familiar categories of college subjects is far less important than a grasp of how a knowledge of science, social organization and the recorded aspirations of the spiritually great in history, can together throw light upon our need and our desire.

To say that general education is already an established success in achieving these laudable results would be to claim too much. But it surely can be said, as we look at recent curricular reorganizations around the country, that the animating purposes have more zest and have more legitimate appeal to the life interests of young people than was true twenty-five years ago. It is also well to note the salutary influence which the general education approach has already had upon the content of professional and pre-professional education for engineering, medicine, the law, teaching, and others. It is at last generally recognized that no one who enjoys the privilege of a college education shall be allowed to depart without becoming aware of personal responsibilities and opportunities in areas of citizenship, family and group living, a cultivated use of leisure time—all as essential attributes of a rounded personality.

(2) I use the phrase "cultural pluralism" to identify the newly urgent need that college students shall become aware that there are other important cultures than the several variants of Hellenistic-Hebraic culture out from which our own society stems. I admit that there are marked limits to what can be done in four years to create understanding and some measure of sympathy for the great cultural, philosophical and religious approaches of the other peoples of the world. But surely a beginning has to be made if we acknowledge that global dealings in the interests of peace require some comprehension of the values, the preconceptions, and the ideologies of the three-fifths of the world's population who are neither Anglo-Saxon in

ancestry nor white in the color of their skin.<sup>4</sup> It is imperative that from now on all college education be infused with a spirit of cultural tolerance, of intellectual catholicity, of philosophical universalism, and of discernment of the common ethical values underlying all the world's important religions.

And it is not accidental that within the frame of general education as now viewed we can, without too great difficulty, incorporate the material which will forward such a universalistic outlook. Nor is this a matter of special "area studies," or of courses in comparative religion or comparative literature. The requirement is rather for a pervasive sense which every teacher will have, deriving from his own graduate study, that the frame of reference of his thinking about his own subject matter is comparative in a global sense and not absolutely in a frame of occidental civilization and culture.

Either those who will inevitably occupy the posts of American leadership in all fields in the next twenty-five years are to approach their fellow men in other lands with some sympathetic understanding, or the prospects of world peace are dim indeed.

(3) It is not easy to make oneself understood when one flatly affirms that there should be greater vocational focus for virtually all students in college education. Let us be honest and recognize that many college teachers who still profess the ideal of a liberal arts education without vocational contamination are, nevertheless, spending much of their time on what they know to be pre-medical, pre-law, pre-teaching or pre-some other vocational instruction. Indeed every effort of the teacher to induce his abler students into making an ultimate vocation of the subject which is his own major interest, is itself an unacknowledged vocational emphasis.

We still need to recall that one of the most important springs of interest, one of the most sustaining motives to rigorous intellectual application, is the student's conviction that this or that subject or course of study is qualifying him for a useful career. Yet once we go outside the ranks of those students who are fortunate enough already to have chosen a professional interest for themselves, we have to acknowledge that the student's sense of any vocational relatedness in most college instruction is remote, if not non-existent. I admit that the results of this situation are not as grim as one might, in theory,

<sup>4</sup> See in this connection "Ideological Differences and World Order." Edited by F. S. C. Northrop. Yale University Press, New Haven, 1949.



conjecture. Certainly most men college graduates do, within five years after college, relate themselves to some calling which has some approximate appeal for them. Yet the same can hardly be said of the women graduates of colleges, and for reasons that are probably not only educational but also functional.

I am not, in all this, advocating, for example, that the final two years of college be turned into schools of business and finance. The capacity to deal with many of the kinds of problem and activity which will be encountered by that majority of college graduates who go into business, is not a highly specialized capacity. Probably a majority of college graduates, twenty years after they are out, are in positions of a most diverse character where skill in the capacity to generalize is both their single most valued asset and the major quality they possess in common. And beyond a limited point, courses in salesmanship, accountancy, marketing, industrial management and the like, have little to offer that helps uniquely in the development of a generalizing capacity or that is necessarily relevant to the undergraduate student's day-to-day activity as soon as he takes a job.

What I am rather concerned about is that in every course each teacher shall be at pains to make clear what the vocational implications of his subject matter may be; that the institution shall systematically make accessible to students throughout their four years, realistic opportunities to know what kinds of work there are to be done in the world as well as their own aptitudes in relation thereto; and that the development of capacity to handle intellectual problems and to work co-operatively with people shall be an explicit part of the aim of every teacher, irrespective of subject matter. The insistent plea of the student that he wants to be able "to do something" when he leaves college may indeed take trivial and unrewarding forms. But this insistent plea is a valid one; the mood of exploration to which it gives rise is sound. And through all his courses, through counseling and through summer work it is not only possible but essential that each student gain some sense of broad vocational direction for himself.

Of course, the college is not to be a glorified occupational placement office; it certainly is not to conduct its courses with a commercially utilitarian aim. But in our kind of society it is through work that all of us not only register in self-esteem and social acceptance, but it is in work that we find for the most part our creative challenge

and our social contribution. What I am thus pleading for is that each college teacher must teach with a more than nominal awareness that somehow and by somebody the work of the world has to be done. And I suspect if more college teachers could be induced to spend their three-month holiday at some work other than teaching, they might naturally come to a corrective in their basic outlook on the student's predicament. And this might go a long way to supplying the vocational focus which I am urging for adoption. In other words, there is an important difference between a sympathetic and informed portrayal of vocational prospects and the offering of narrowly vocational courses. And I am pleading for the former, and not the latter.

(4) I have mentioned that one of the qualifications for genuine success in most callings, is ability to work co-operatively with others. Thus far, colleges have usually been content to let the extracurricular part of the student's life be that part in which some skill in human relations and in the expression of leadership powers is tested and cultivated. That may have been good enough in a less highly organized day. Also, we are only recently coming to recognize that in the field of human relations there can be an identifiable body of subject matter worthy of study and able to influence individual conduct.

Admittedly we are far from having all the answers here, and courses bearing this or some similar title are relatively new and experimental. On the other hand, recognition of this as a separable area of serious and rewarding study has gained enormously in the last five years. And unmistakably we are proving that by taking thought we can add a cubit to our personal stature.

There is no doubt in my mind that case study, practice, socio-drama and field work in this entire field will be one of the single greatest curricular developments of the next twenty years. Properly approached in the frame of general education, there is much illumination about human relations which can be brought to and derived from political science, economics, sociology, social psychology, psychiatry, group dynamics and comparative anthropology.

(5) A further and kindred concern to that for better understanding of human relations has to do with the place of religion in higher education. The fact is, of course, that the church-related colleges now enroll only a small fraction of the two and one-half million college students. And the fact is, also, that the leaders of publicly-supported institutions and of most private independent colleges approach this

issue with some diffidence, if not with a sense of downright frustration.

In raising this question I am not interested in the imparting of sectarian or denominational doctrine. I am not concerned with the advancement of any particular theological outlook. I am not even concerned with the advancement of any one organized religion as against the claims of the others.

My concern rather stems from another sense of need. Obviously if we are to favor the approach of "cultural pluralism," there must be wide general knowledge of the great religions of the world. It seems to me obvious, too, that the universal psychic realities which are identified in some of the great theological doctrines of the Christian church have at least to be known intellectually as a basis for their being known experientially. The fact of guilt and sin, the reality of sorrow, disappointment, loss, cruelty and tragedy, the fact of a yearning to be restored and reinstated in the esteem of self and others, the fact of a sense of grace and of forgiveness—all of these widely met subjective experiences surely should not be ignored in the college years when the career of the human spirit on earth is being intensively examined. I am not saying that education offers salvation with respect to these basic psychic needs. I am saying that education should offer candid, historic and profound recognition of the obstacles which the human spirit confronts in its effort to lead the good life, and acknowledgment of the ways humanity has met those obstacles.

A further fact regarding these realities is that the whole truth is not said about them when it is stated that knowledge is power. Of course knowledge adds immeasurably to power. But what have we to say educationally about the persistence of human perversity and destructiveness, about our knowing the good and doing the evil, about the fact that we are corruptible and selfish, and that the idealism of youth so readily gives way to the smugness of the middle years? Surely we have to recognize the need for a dynamic, for a continuing drive to commitment, for a sustained will to follow through on rightful ethical decisions. And although the source of such dynamic influence may not be wholly in the educational process itself, that process surely has to acknowledge and study the existence of conditions both adverse and favorable to human attainment. And it seems to me useful, therefore, for us to make it clear through education that it is the role of something which we may call religion to help



keep people strong, confident and committed to the pursuit of that which they learn to value most deeply.

I agree with those who say that a democracy peculiarly, indeed pre-eminently, has to have its own philosophy of salvation. And I use this presumably old-fashioned word to suggest a convinced faith in the meaningfulness, direction, and significance of the human career. Surely one of the most insistent issues confronted by higher education in the immediate future, is the identifying and espousing of a philosophy of salvation for a democratic society.

I trust that in touching upon these five major issues, I am making it clear that they really hang together in an organic way as related to fulfilling the underlying life objectives which I characterized at the outset. A recapitulation of my argument runs as follows: The intent of general education has to do with the effectiveness of the individual life, confronted with a highly complex and demanding society. Part of that demand has today to do with ability to deal in understanding ways with the peoples of the rest of the world; and this includes our ability to realize that their religious and cultural aspirations are for them as fully charged with dignity and significance as are ours for us. Again, I have urged that as a part of total individual effectiveness, to be helped to find one's most useful creative work in the world is an obligation regarding which the college should help the student. Moreover, not only the work but the worship, the play and the citizenship of the world, are all characterized by the need for co-operative and considerate inter-personal and inter-group dealings. Hence to take thought about human relations becomes imperative. And that in the effort which the college student makes to develop a meaningful and socially significant career, he shall know that he can find support and power to give him confidence and nourishment for his effort, is surely of the nature of an ultimate educational responsibility.

(6) If these five aspects combine to focus the attention of educators on effective and responsible living for the student, they also focus attention as a matter of course upon the needful effectiveness of the teacher as he teaches. Thus the final note which seems to me we need to strike here, is that at the very heart and core of our problem is a re-investing of the role of the teacher with aspects of greatness and a reassurance that one phase of that greatness is an operational knowledge of what learning is and how it takes place. I truly believe that higher education will be well served only as we approach

this phase of our problem in a mood of abject confession. Certainly as the pressures of recent high enrollments have had to be faced, we have to confess that the students have been less well treated at our hands than they have deserved. I refer both to the personal stature and spiritual power of the teachers, and to their unequal skill in assuring that a genuine learning experience for effective living is being carried on. In the high sense that we intend and desire, it is literally impossible to carry on higher education when the individual teacher has little or no opportunity to know his students personally, and when the number of hours a week which he must devote to class work, correcting papers, and committee work leaves so little time for personal refreshment and intellectual growth. Up and down the land what we call the teacher load in terms both of numbers of pupils and of class hours is excessive. And we cannot pretend that there will be any appreciable improvement toward great teaching until this condition is corrected.

I realize that beyond this, the underlying correctives cannot be achieved in short order. But if there is any single outstanding issue confronting colleges today, it is the lack of great and inspiring teachers. On every campus there is an arid scarcity of great personalities. And there is a shocking absence of any learning experience for effective living which goes beyond facile verbalistic manipulation which is falsely believed to be synonymous with education. The promise of American higher education will never be fully realized until we address ourselves to this critical situation as part of the total problem, three broad aspects of which I have been characterizing.

Yet, despite all these urgent difficulties, I conclude as I commenced. I have great confidence that, having admitted our sins of omission and commission, we are squared away for another quarter century of important growth and improvement. The fact that we all feel so urgently responsible for better outcomes is itself the most hopeful aspect of all. If we will but continue as professional educators to insist that the possible be transformed into the actual, the future will be bright with promise.

## Next Steps in Meeting Our Expanding Opportunities

RALPH McDONALD

**I**T WAS Oliver Wendell Holmes who said, "The great thing in this world is not so much where we stand, as in what direction we are moving."

Higher education in the United States in these changing times is not only becoming increasingly conscious of where it stands—what its problems are, its points of strength and weakness, its needs and obligations—more important, it is giving attention to where it is going.

That our opportunities are expanding is certain. From any angle the evidence is conclusive on this point. If opportunity is measured by the number of students served, it has doubled as compared with ten years ago and will surely continue to expand. If opportunity is conceived in terms of the number and size of the problems which lie ahead, certainly the variety and magnitude of perplexities faced in our civilization at this time exceed all previous experience and are still multiplying. If opportunity derives from the importance of the contribution which higher education can make to social adjustment and human happiness, the role of higher education was never more crucial or more clearly recognized.

If it were drawn to meet fully the requirements of our expanding opportunities, the blueprint for next steps in higher education would chart a thousand highways, each one of which must be surveyed, graded, surfaced, and travelled.

The part played by colleges and universities in the development of the United States can not be fully measured or described. The steady flow of highly cultured and technically trained leadership from the academic halls has been one of the most vitally strengthening factors in building our republic. Within the college gate have been laid the foundations of our technology, our wealth, our moral and spiritual strength, our democratic concepts, and every crucial element in our dynamic society.

In the seats of management in industry, at the heart centers of our

financial system, in the legislative halls of our states and nation, behind the desks of our great newspapers and journals, in the far-flung places where engineers and builders harness the earth to man's desires, in the laboratories where the secrets of nature are opened to finite view, in the pulpits and on the farms, in the homes and in the schools—leadership rests increasingly upon college trained men and women.

A direct, causal relationship exists between the number of mortarboards (larger in the United States than in all the rest of the world combined) and the emerging leadership of the United States in every realm of human affairs.

Engaged in carrying on American higher education there are upwards of one hundred-fifty thousand professional teachers and scholars. More than any group anywhere, these men and women guide the destiny of the world. More than the bankers and businessmen, they determine our economy. More than generals and admirals, they forge our military defenses. More than legislators and governors, they shape our government and social policy. More than priests and bishops, they influence our moral life. More than diplomats and treaty makers, they fashion our relationships with other nations.

Charged with such responsibilities and invested with such powers, we who are engaged in higher education in the United States have an almost sacred obligation to our calling. The paths before us are widening; our opportunities are expanding.

## I

Perhaps the first major step we should take to meet our expanding opportunities is to achieve a balanced perspective in the whole program of higher education.

1. We must gain a perspective in the curriculum.

Even as our Nation has had to work its way out of the cocoon of isolationism, American higher education today is working its way out of departmental provincialism and academic isolationism. We are now moving back from the specialized to the general.

I wish to guard emphatically against the assumption that we should accept "sloppy" scholarship. More than ever before the scholar today must be a scholar. His knowledge in his own field of learning must be deeper and firmer than ever before. His procedures for searching out the atoms of truth in his subject area must be sharper and more

discriminating. The increasing intricacy of our modern society may, indeed, produce even narrower, more penetrating research specialization, as scientists in all fields pierce the unknown with the spreading rays of discovery.

At the same time, and in even greater measure, the college teacher must broaden his approach to his students. As one who is guiding the mental, physical, and spiritual growth of young men and women, he must see that growth as a whole and his subject as a means of advancing it. As a teacher he must see his subject, his lectures, his examinations, and his conferences in clear relationship to the total curriculum and the whole experience of the student.

Seeing things together as parts of a unified whole is necessary if we are to escape the confusion and discord of contemporary civilization. More than ever before there is need for synoptic vision, transcending the piecemeal character of merely partial views and segmentary attitudes. On all sides we are met by a babel of divergent voices: physics tells us of the world in terms of matter and motion; biology speaks of cells, organisms, and the "inner urge" that makes for life and behavior; psychology uses the language of "drives," "capacities," and "conditioned reflexes"; economics, sociology, political science, anthropology, and other social sciences likewise speak each a jargon peculiar to itself. All, however, are concerned with the same human being and his life. The student hardly knows which way to turn, and finds it difficult to make order out of the chaos of splintered truth.

Our schools and colleges teach a variety of subjects, sampling bits of the contemporary scene but with little attempt to co-ordinate this knowledge into a unified whole. The very increase of knowledge has compelled the instructor to specialize to a point where the power of synopsis is lost; consequently, the student has too often viewed the world as a mere collection of aggregates having no connection. The mania for facts alone has made more and more difficult the problem of eliciting from those scattered bits of knowledge a unified outlook upon the whole.

The significance of the present emphasis upon general education is found in its search for unity, for integration, for balance, for perspective. A statement recently developed by a group of distinguished educators in the National Conference on Higher Education shows clearly the unifying purposes of general education:

"General education as a concept pertains both to the broad develop-



ment of the natural capacities of the student and to the kind of knowledge and experience by which those capacities may be best realized. It proposes to give him experiences in and to increase his awareness of spheres of human interest and action which otherwise would remain closed to him. The student should possess the perspective by which to judge the value of the thing or event or decision which is his immediate concern from time to time. He should have appreciations and insights by which future life will become more meaningful and the area of further experience more broadened than if he stayed within the relatively narrow limits of his specialized pursuits.

"In order to achieve these ends in the life of the student, general education seeks to equip the student with general principles of knowledge by which he can judge the significance of the individual fact and the passing experiences of his life so that when they occur he may recognize them for what they are and for what they signify and so that he may fit them into a consistent pattern of life for himself."

Conceived in these terms, general education appears to be what in fact it is—an effort to revive the old "liberal" education function, to integrate higher education with the spark of unity and perspective.

2. We must restore a balance to the progress of learning.

Our whole civilization is being distorted by the increasing hiatus between the rapid technological-mechanical development on one side and the snail's pace of human-social advancement on the other.

It is no accident that our progress on the mechanical and material side has outrun our progress on the social and humanitarian side. Our research and our advanced education have been pointed to that end.

In the total area of useful knowledge as represented by reference books in the libraries or by course enrollments in schools and colleges, the technical, mechanical, physical fields represent probably not more than one-third of such knowledge, if that much.

Yet, from 1930 to 1940 there were 11,135 Ph.D. degrees granted in the technological, mechanical, physical fields of knowledge as compared with 11,301 Ph.D. degrees granted in the human, social, cultural fields of knowledge. Present inducements for advanced study in our universities greatly underemphasize many of the vital fields of human knowledge on the cultural and social side and give disproportionate emphasis to the material and mechanical fields.

A still greater distortion is found in the emphasis upon research: 4,624 of the 11,135 recipients of the Ph.D. degrees in technological fields were engaged in research in 1940, whereas only 870 of the 11,301 Ph.D.'s in social fields were so engaged.

It is obvious that our civilization is moving forward in an extremely lopsided way, and that our present imbalance in graduate study and research is a major reason.

It is small wonder that our civilization seems to be rushing headlong toward its own destruction when higher education itself is geared to technological speed and social lag.

One reason for the greater emphasis upon research related to material advancement is that such research pays in dollars and cents, with the returns quite immediate and evident. The results of research in cultural and human relations are of tremendous significance, but the financial returns are not so immediate or so obvious.

It is especially important that we recognize the distorting effect of subsidized research which is centered increasingly around military purposes.

Let me make it clear that I strongly favor the fullest possible application of scientific knowledge to military methods and plans. The most thorough-going and the most intelligent application in the military field of every scintilla of up-to-the-minute scientific knowledge, with provision for applied research in every branch of science related to the national defense, is a matter of necessity in our present divided world.

Research directed primarily to military ends, however, will not produce the most valuable results, even for military purposes. For example, the scientific knowledge upon which radar and the atomic bomb were founded arose not from research directed to military purposes but from basic research of a wholly non-military nature. Without the primary discoveries from pure science the military applications would have been impossible.

Nazi Germany presents tragic evidence of the inadequacy of research directed primarily to military ends. During the early thirties, Germany probably had the greatest concentration of the most thoroughly trained physical and natural scientists in the world. Under the Nazi policy of making science the prostitute of military authority, however, that nation failed to produce even in the military field the scientific discoveries of which her best brains were capable.

The most compelling reason for avoiding military domination of research is that such a practice will ultimately and inexorably destroy the freedom of our educational system. When our education is subjected to any authority except that of truth itself our democracy and the progress of our civilization are turned backward.

Financial subsidies for research and especially for scholarships and fellowships should be extended to all fields of useful knowledge, not just to military tactics, to the physical and natural sciences, or to any other limited field.

3. We must unify our whole profession in the study of our common problems.

Traditionally we have tended in American higher education to approach our professional problems in segmentary fashion. That is, the business officers get together to study financial problems, professors of history meet as historians, chemistry professors as chemists, and so on. These specialized attacks upon our professional problems in higher education have been exceedingly valuable, and they should be encouraged and strengthened in every way possible. At the same time, however, and with equal vigor, we must make a unified attack upon the broad problems of all higher education. We must as a united profession work together to solve our common problems and advance higher education as a whole.

A definite need exists today for channels through which all individuals engaged in higher education can discuss the issues together, can participate in planning and determining the course of higher education on a nationwide basis, can work as a team for the accomplishment of our common purposes.

The National Conference on Higher Education, held each year since 1946, is one deliberately planned effort to inaugurate the unified approach. The traditional barriers between departments, between public and private colleges, between administrators and teaching personnel, have simply vanished in the National Conference. Individuals from all stations in the work of higher education have achieved a unity of approach which encompasses the whole picture. The experiences of that Conference have become a considerable unifying force in American higher education.

One of the most valuable results of the unified approach is the gradual development of a cross-sectional fellowship in American higher education. For the first time, professors of chemistry are discussing common problems with professors of engineering, history, and philosophy, from other institutions, states, and regions. The graduate professor is finding a connecting bond with the junior college teacher and with the dean of students. Professors of medicine sit around the table with liberal arts college faculty members, professors



of agriculture, and others. All are finding that they have common problems as members of a great profession.

Through regional conferences and other means the unified professional approach to the problems of higher education is being expanded and strengthened; it is well on the way.

## II

A second major step in meeting our expanding opportunities is to relate the whole process of higher education effectively to the individual student.

1. Every student must be recognized as a unique personality.

When college enrollments were typically small, when every professor and student knew every other professor and student on the campus, the student was not easily lost as a personality. When the economy into which the student graduated called for college education for only the few learned professions, the adaptation of the curriculum to the needs of the student could be and was largely incidental. When the structural supports of society seemed to be relatively stable, the psychological and emotional balance of the student was ordinarily successfully achieved without specific attention being given to it.

Gone are the "good old days" in these respects, however, if indeed they ever really existed except in the innocence of our unobserving minds. In October, 1948, there were 2,400,000 students enrolled in our colleges and universities. While a slight drop is quite probable as we move toward 1951, the total enrollment will not likely dip much below 2,000,000 and will then start upward again. Most of these students are in institutions of large size. Furthermore, literally hundreds of vocations call for college training, and the everyday demands of citizenship today require general education at the post-high school level for every person with the mental ability and the communication skills to learn vicariously. The strain which the disjointed society of a war-torn world imposes upon an individual is such that psychological and emotional balance is an achievement of distinction.

The very nature of student life on the college campus today makes necessary an extensive and effective student personnel program which involves every student and every faculty member.

"The desirable professor-student relationship has been greatly

reduced across the nation, and in many instances instruction has been less effective because of difficult physical conditions and because of a lack of well qualified instructors. With the coming to college of larger numbers of students desiring wide variations in advanced training, the institutions of necessity have expanded their curricular offerings to meet these demands. This has made more complex the problem of advising and counseling students. With the expansion there has also been an increase in number of poorly adjusted students. It is imperative that institutions face these and other problems through a carefully planned approach to helping students help themselves."<sup>1</sup>

Attention to the individual should begin with his application for admission and continue all the way through his placement and some years afterward.

2. It is essential that every institution have a fully developed admissions policy.

The policy and procedures of admission should be carefully devised in relation to the student's abilities, background, interests, and preparation and in relation to the educational opportunities offered by the institution. A variety of measures and estimates should be employed in admission. Personal and social characteristics should be included in the inventory as well as intellectual aptitudes. General education and development measures should be applied as well as the traditional subject matter tests. An institution should not today admit a student without securing the most valid evidences of his fitness for his particular program and of the fitness of the program for him.

3. Guidance in educational and vocational matters is imperative in today's higher education.

The human waste which our colleges are today furthering for lack of effective guidance is enormous. May I cite only one bit of evidence to show the inadequacy of our guidance efforts today. The biggest single vocational channel for college graduates today is teaching in the elementary and secondary schools. According to the *National Teacher Supply and Demand Study* for 1949, just completed by Ray C. Maul and published by the National Commission on Teacher Education and Profession Standards, approximately 70,000 of the baccalaureate graduates this year have prepared for teaching. An analysis of the probable demand for teachers shows that we have

<sup>1</sup> From an unpublished report by J. Broward Culpepper, National Conference on Higher Education, 1949.

need for more than 70,000, so that the selection of teaching as a career by that number of graduates is certainly justified.

The tragic absence of guidance is revealed, however, in the fact that more than 55,000 of these 1949 graduates have prepared to teach in high school and only 14,500 in elementary school, whereas the demand is in reverse proportion.

We shall need this fall more than 100,000 new elementary teachers, even if we keep all of these now teaching on emergency credentials. I know of no group of college graduates this year whose future is brighter with promise than the prospect facing the 14,500 elementary teaching graduates. They can find worthy and interesting employment in any section of the United States. They can easily secure beginning salaries of \$2,400 to \$3,000. They can go into school systems where teachers are respected and appreciated. They can be assured of security, economic and professional. They can, if they have proper placement advice and insist upon it, enter school systems with salary schedules reaching to \$5,000 and above for elementary teachers. They can look forward to rapid advancement into administration and supervision if they are competent and extend their professional education toward the doctorate after successful experience.

Yet, with an enormous, almost insatiable demand for college trained people in elementary teaching, only 14,500 of this year's graduates have been guided into this vital field in all the colleges and universities of the United States.

On the other hand, the total over-all demand for new high school teachers this fall is not likely to exceed 30,000, and these must fit the varying demands in the respective teaching fields. They must accept whatever positions are available, in whatever school systems have the vacancies, at whatever salaries are offered. A small proportion will, of course, secure positions to their liking in good school systems, but the typical graduate who seeks a position teaching a traditional high school subject faces a tough prospect for placement. Think of the human waste, the frustration, the heartache of many an individual, which are certain to result from the fact that this summer there will be 55,000 new high school certificate holders with perhaps half that number of positions open to new high school teachers.

It is true that the actual data on supply of and demand for teachers had not been available on a nation-wide basis prior to last year, when Dr. Maul conducted his first study. Nevertheless, the evidence has

been fully available for more than a year, and there is yet little adjustment of student choices to the known facts of supply and demand in teaching.

The illustration I have given is merely an illustration. It shows dramatically the need for effective guidance and counselling in one field. The need is equally great, though perhaps not so dramatic, in other vocational fields. For example, how many unqualified and ill-fated students are right now confidently pursuing "pre-medical" or "pre-dental" courses—students who will never have a chance to see the inside of a medical school or school of dentistry as enrollees?

4. The student needs guidance also on the psychological and emotional side.

Many a student is being lost by the wayside because of inadequate personnel services of this nature. Personal and family adjustment, social integration—these likewise demand attention to the individual.

The need for attention to the psychological and emotional side is etched out by the data which show that the number of persons entering institutions for mental treatment in the United States each year is approximately the same as the number of persons graduating from four-year colleges, even with our present heavy enrollments.

Colleges and universities are just beginning to take the important step of trying to serve the needs of the individual student. Included in the program of every college should be: pre-college counseling; carefully determined admissions policies and procedures; testing and diagnostic services of great variety and validity; a continuing program of orientation during the college year; registration procedures which will enable students to profit most from the offerings of the institutions; broad and comprehensive health programs; counseling services related effectively to the personal, vocational, and social needs of the individual; placement assistance; a follow-up program which carries through at least the first few years after graduation.

5. Opportunity for higher education should be extended to all qualified students.

There are today in the United States fully as many capable young people who never go to college as there are who enroll. The Minnesota Study revealed one out of two among the abler high school graduates who do not go to college at all. The recent New York study showed 57% in that state who do not go to college though apparently qualified to do college work. Other studies have confirmed the fact of this great waste of human potentialities.

For several years there has been shaping up a realization of the need for a national scholarship program to help overcome the economic barrier which is the chief obstacle preventing half of the ablest high school graduates from going to college. The passing of the hump of veteran enrollment serves to emphasize the timeliness of such a program. The President's Commission on Higher Education compiled incontrovertible data on this matter and made scholarship assistance one of its main recommendations. The time has come for action on this matter.

At its regular meeting early in November, the Executive Committee of the Department of Higher Education laid plans for sponsoring a bill in the 81st Congress to provide for the establishment of a national scholarship aid program. Preliminary conferences with leaders of Congress and of the National Administration have already begun. Provisions and terms of the bill are being developed in these conferences. The bill will be introduced under bi-partisan sponsorship at an early date. Support of the National Administration has been assured.

We believe, on the basis of previous experience, that Congress will pass a bill which is soundly conceived and has the united support of all American higher education.

Here is a goal to which we can lend our support. In fact, nothing short of all-out efforts from every quarter of our ranks will be sufficient.

Several fundamental principles are essential to a sound program. There must be no possibility whatever of federal control or pressure upon higher education, either upon the institution or upon the student. The program must be administered at the state level by a committee or an agency which is non-political and arises from the educational and civic interests within the state. Scholarships must be awarded on the basis of ability, with only the highest one-fourth or one-third of high school graduates being eligible to compete. The student must be entirely free to choose any accredited institution, public or private, and to elect his own field of study without interference or pressure. The stipend must be large enough to insure that the economic barrier will in reality be broken down. The student must be free to use his stipend for tuition, for board and lodging, or for any other necessary expense in actual pursuance of a higher education program. The formula for distribution of federal money to the states must be sound and equitable and must provide objective safeguards



against any discrimination in scholarship awards because of race, creed, sex, or other social circumstance. The administrative and financial provisions at the national level must be such as to insure that the money goes to its intended purpose, without fraud or partiality.

I have been able merely to touch upon some of the many facets of the broad step necessary to achieve the kind of recognition of the individual which will enable higher education to meet its expanding opportunities.

### III

A third step in meeting our expanding opportunities is to achieve a successful public orientation for higher education.

The job of engineering this step is public relations in the broadest sense. I have in mind the concept of public relations which was so well described by Edmund E. Day:

"The ramifications of public relations responsibilities in a complex educational enterprise simply cannot be delimited. They are all over the place—a complete network of responsibilities. They are embedded in every phase of the operation of a university and they will always be difficult to handle, as long as we protect some of the essential processes of education for democratic living. If educational institutions do not straight-jacket the business of gaining experience, of seeking knowledge and of maintaining the great traditions of academic freedom and responsibility on their campuses, they are bound to be confronted by some very perplexing problems of public relations.

"Public relations has to move in and deal with this whole problem of far-flung and varying activity as it bears on the good repute, prestige, and good will of the institution. It must be prepared to gain a full understanding of the whole process of education which the institution is designed to promote. It must know what the objectives of education and research are and be able to translate those objectives into suitable governing principles. It must help in guiding the whole complex activity under conditions of maximum freedom, and it must be willing to assume commensurate responsibilities."

Considered in its fullest implications, the next step I am suggesting is that higher education achieve a complete integration with American life outside the college. There must be a rapport between the whole ongoing enterprise of higher education and the society which it serves. The value of college experience depends upon such articulation with external life, and certainly the degree of public

understanding and support of higher education will be determined by the effectiveness of such relationships.

The financial needs of American colleges and universities, for example, are overwhelming at the present time. The extent of financial support will be a direct reflection of the effectiveness of the integration of our higher education with the life and interests of the public we serve. The significance of this effort is well summarized in *Current Trends in Higher Education—1948*:

"Public understanding and support are needed by higher education today more than ever before. Problems of enrollment, admissions, faculty, endowments, increased costs, and many other factors need interpretation to the public. Within the past few months there has been considerable evidence that the public is awakening to the needs of education. Increased appropriations for salaries, money for buildings and similar actions have shown that an aroused and enlightened public will not allow the schools of the nation to fall into disrepute. Increased support of higher education brings the added responsibility of informing our publics of the manner in which their monies are being spent.

"Enlightened public opinion can be achieved only by intelligent presentation of the aims, hopes, plans, and aspirations of higher education as well as its accomplishments; and since public relations is a two-way street the demands of the public must be brought to the attention of educators. The successful public relations program is one that serves as an outlet for the institution in reaching its many publics and as a source of contacts for the publics in relaying their wishes and ideas to the institution.

"Business and industry have for many years recognized the value of carrying on extensive programs of public relations. In many instances the largest single item in their budget will be that which is to be spent for promotion. Nor is industry or business any longer content to increase short-time sales at the expense of long-time relationships. Far-sighted leaders in these fields spend generously to determine the ever changing wants of the public. These desires are translated into improved products to the greater satisfaction of all. Education must adopt the same principles of interpretation to the public and of understanding the needs of the various publics.

"Many agencies stand ready to do everything possible for education. Manufacturers, business leaders, agriculturists, and people of all professions are anxious to lend a hand to improve our educational facilities. Before they can do so, however, the needs of education must be properly presented to them. Education needs the public and the public needs

education. It is a problem of interpretation, appreciation, and understanding."

I have presented three of the next steps we must take if American higher education is to meet its expanding opportunities. There are many, many other steps to be taken, of course. The three steps I have discussed are, however, at the very threshold of our progress, in my opinion.

We must (1) achieve a balanced perspective in higher education, (2) effectively relate the entire college program to the life of the individual student, and (3) articulate fully the life and work of the college with the society of which it is a part. The common core of these three steps is unification, integration, balance, perspective.

The most encouraging feature of our present situation in American higher education is the almost universal ferment—the stirring of minds and tongues and pens throughout the ranks of those engaged in college and university work. What is more, this ferment is accompanied by action—constructive action at practically every point. We are realistically taking some of the next steps in many ways and in many places. Even those who hesitate to budge from their time honored and sometimes encrusted moorings are feeling the pull of the tide.

"The great thing in this world is not so much where we stand, as in what direction we are moving."



## Education Looks to the Future

HOWARD L. BEVIS

**M**AY I say at the outset that I am happy to add a few words of welcome to those you have already received on behalf of The Ohio State University from Vice-President Stradley. In the course of each academic year we at Ohio State have the privilege of acting as hosts to many city, state, regional, national, and international meetings. We are glad that these groups meet with us because from each one we learn something new about education which after all is our occupation.

I am sorry that our physical facilities prohibit us at the University from entertaining you in buildings on our own campus. But at this moment we have some twenty thousand students attending several hundred classes, and although this figure represents a reduction from our peak enrollment of 25,403 in the autumn quarter of 1947, we still fill about every available nook and cranny on the campus with students. Not only are our permanent buildings in use from eight o'clock in the morning until late in the evening, but we erected and are using to capacity some seventy yellow school houses which, if you find time to visit the campus, you will see scattered around in more or less secluded spots.

The theme of your conference—"Our Ever Expanding Educational Opportunities"—it seems to me, is a particularly appropriate one. It sums up succinctly the problems faced by American educational institutions today. And should you find time to travel some three miles due north from this historic hotel, you will see in every section of the campus physical evidences of expansion.

Under construction are an eight million dollar medical center; a two-and-one-half million dollar addition to the library; a million dollar addition to Hagerty Hall, home of our College of Commerce and Administration; a new home for our School of Music, costing nine hundred thousand; a building to house part of the Physics Department, costing just under one million, and an addition to the Botany and Zoology Building, costing eight hundred thousand. Bids have been let or are being advertised for an Agricultural Laboratories Building, an Electrical Engineering Building, and a five million dollar Student Union.

We at Ohio State are well aware of expanding opportunities and we are trying to make these opportunities worthwhile by providing staff and physical facilities, including equipment and buildings, to educate better the thousands of young men and women who are enrolled in our ten colleges and Graduate School.

The Ohio State University this year is observing the seventy-fifth anniversary of the opening of classes on its campus. In September 1873, seventeen students took the country road north from Columbus to enroll in the "College in the Corn Field," then the Ohio Agricultural and Mechanical College. Before the first year had ended that number had grown to 50. Three-quarters of a century later, during the academic year 1947-1948, The Ohio State University conferred four thousand five hundred and thirty-six degrees. Enrolled on the campus during the four quarters last year were 31,155 different individuals.

In 1873 when this land-grant institution opened its doors to students, its faculty consisted of seven persons. Ten teachers had been authorized, but President Edward Orton was able to fill only seven of the positions, a condition still encountered by University administrators. This year the University has some twenty-four hundred faculty members including assistants.

I cite these figures, not to emphasize our size, but to indicate that at Ohio State we are now and always have been acutely aware of expanding educational opportunities. In fact, the philosophy of the state university is builded upon that cornerstone—educational opportunity for all—regardless of social, financial, or racial situation.

When Governor Lausche some three years ago asked me to head a committee to determine what the State of Ohio should do to guarantee that the educational requirements of the state's returning veterans be met, I first asked my committee members to discover how many students existing educational institutions in Ohio could enroll. The sub-committee reported that the fifty-three colleges and universities in the state had had a total registration of fifty-five thousand students in their pre-war peak year. Presidents and registrars and other administrative officials estimated—this was in the spring of 1946—that these fifty-three institutions could absorb ninety-three thousand students. But their performance was better than their promise. They enrolled not ninety-three thousand, but *one hundred thirty-two thousand* students when the crest of the wave hit us in the fall

of 1947. We in Ohio take pride in that record. And we at The Ohio State University feel a little extra glow because we know that no Ohio student seeking a college education was turned away by the University.

When The Ohio State University began operations, between fifty and sixty thousand students were attending colleges and universities in the entire United States. At the close of its first quarter century, this figure had quadrupled, with more than two hundred thousand students enrolled in institutions of higher learning. Today, a half-century later, that number has increased ten-fold.

Two million four hundred and eight thousand students were enrolled in American colleges and universities last fall.

Where do we go from here?

That is the question which college registrars and university presidents, not to mention officials in state and national departments and bureaus, have been discussing and writing upon at length.

We all recognize, I am sure, that the veterans' "bulge" is rapidly shrinking and within three or four years will have disappeared to all intents and purposes as a significant factor in our enrollment statistics. To cite our own experience, Ohio State in the 1949 winter quarter had 10,981 veterans enrolled, compared with our peak figure of 14,473 in the 1947 autumn quarter.

Present status of the armed forces seems to indicate that the Selective Service System will have little, if any, effect upon college and university enrollments unless the services receive a larger share of the federal budget than now seems probable and unless voluntary enlistments show a marked drop.

If these factors are correctly predicted, future college and university enrollments will depend first upon the population curve and second upon what *expanding* educational opportunities are afforded the youth of the nation as they reach college age. This second factor is important and significant in determining the number of students who in the future will enroll in our institutions of higher learning.

The President's Commission on Higher Education, the report of which Dr. Zook will discuss with you this afternoon, estimates the specific numbers "who should receive higher education" (these words are the Commission's), at 3,885,000 in 1952 and at 4,600,000 in 1960. This latter figure, as you can readily see, is approximately double the number of students currently enrolled.

The Commission states that what it is recommending is merely an acceleration of trends in higher education as they existed before World War Two. Its recommendations for enrollments in Graduate and Professional Schools constitute the major increase—170 per cent. Concerning this increase, the Commission states that it "reflects the increasing need of the Nation for citizens with such graduate and professional training."

The hope of democracy lies in the degree of enlightenment attained by its citizens. In the last quarter of the nineteenth century while population was doubling, the number of students attending colleges and universities quadrupled. Thus far in the Twentieth Century, population has not quite doubled but college and university enrollments have multiplied ten-fold since the turn of the century.

The Commission recommends that 49 per cent of the 18 to 19 year-old age group be given the opportunity to attend the first two years of college and that 32 per cent of the 20- to 21-year-old age group have the opportunity to continue through the next two years. Commission members readily admit that to reach or even to approximate this Utopian goal, subsidies for the students and assistance to the institutions of higher learning must of necessity be forthcoming.

In President Thomason's correspondence with me regarding my brief appearance on your program, he suggested that I confine my remarks to those educational problems facing the Registrar and point them, insofar as possible, in the direction of the eight workshops scheduled on your program tomorrow. He provided me with his definition of Registrar, somewhat more up-to-the-minute though basically the same as that in Webster, by continuing—and I quote—"By Registrar I mean admissions officers, records officers, and guidance officers."

As I attempt to analyze your respective duties I would guess that those of you who are records officers, or who number among your duties the responsibility of keeping records of students, face about the same problems, whether your institution be large or small, publicly or privately supported, urban or rural, church or non-sectarian. I note that the subject of one of the workshops is machine equipment, an indication, I deduce, that the Machine Age has reached or is now reaching the Registrar's Office.

I would also venture the opinion that guidance officers face similar problems across the nation. Probably the same questions are

raised by students seeking guidance in Maine, Arizona, Oregon, or Florida. Your workshop on counseling undoubtedly will well cover this phase of your duties. At Ohio State University we do counseling in many areas. Since 1928 we have had junior deans in the five colleges which admit freshmen. Through our Occupational Opportunities Service, an office like the Registrar's under the general supervision of Vice-President Stradley, the University gives many of the standard tests, the results of which are used not only by counselors in the Occupational Opportunities office, but also by junior deans and others in the college offices. This year we opened a new area of counseling when we appointed a Counselor for Religious Activities, to whom our students of all faiths and creeds and religions are free to go for counsel on religious matters.

Where you face different and widely varying problems is in the admissions area where there exists great diversity in the policies of institutions. Some state universities—and The Ohio State University is one such institution—are required by statute to admit every graduate of a first-grade high school in the state who applies for admission. Other state universities admit only the upper two-thirds, the upper half, or even only the upper third of high school graduating classes. Certain private institutions require subject-matter and aptitude examinations of all applicants. Others frankly recruit their student bodies, welcoming all who have the tuition fee.

I assume that your procedures are tailored to fit the policies of your institutions. Presidents and governing boards normally establish the policies of the institutions which they serve. But if my experience is a criterion—and I am sure that it must be typical—presidents lean heavily upon registrars for advice and guidance in the multitude of problems which arise day by day in the administration of their institutions. I am sure that Vice-President Stradley and Dr. Thompson, our Registrar, will contribute out of their experiences on our campus to the Workshop on the Registrar in Administration.

No intelligent person questions the trend which unmistakably indicates that more and more youth of college age will enroll in America's colleges and universities. Education is one of the cornerstones upon which our nation was founded. That it should continue to expand and to offer opportunities to an increasing number is evidence that we are progressing. It does not necessarily follow that this expansion and increase in enrollment will follow a neat



upward curve. I for one believe that before college and university enrollments in this country attain the total listed in the Report of the President's Commission, or a comparable figure, they will decrease to some extent. The veterans' "bulge" is moving through our institutions much more rapidly than was predicted in 1946. The curve of enrollment brought about by the increased birth rate will not reach the colleges until the late fifties or early sixties.

*Few* institutions will find their enrollment dropping to pre-war figures. But *many* will see a marked diminution in the flow of freshmen to their doors before the war babies of the early forties reach their campuses.

Registrars and admissions officers undoubtedly will still face problems—even with temporarily declining enrollments. That you will bring to the consideration of these problems the results of years of study and the fruits of your combined experience of the past few years, during which time American colleges and universities responded nobly to the demands suddenly made upon them, I am certain.

The program of this convention is ample proof that you are discussing not only present problems but anticipating future ones.

I bid you welcome and wish you well. May the speeches you hear be thought-provoking and may the workshops you attend tomorrow be fruitful of ideas which you can use in improving the services rendered by you as administrative officials to the young men and young women of today—the leaders of tomorrow—enrolled in your respective institutions.



## The Findings and Recommendations of the President's Commission on Higher Education

GEORGE F. ZOOK

IT IS now a bit more than a year since the first volume of the report of The President's Commission on Higher Education was issued. Straightway it received, for a report on education, an unprecedented amount of attention in the public press. Since that time, it has provided the occasion for one or more articles in almost every educational journal. It has served as the basis for programs in the annual meetings of many, if not most, of the national regional and state organizations in the field of higher education. Throughout all of this discussion there has been generous approval of the report from many quarters, which is naturally gratifying to the members of the Commission, and equally sharp criticism from other quarters. It seems clear therefore that the Commission dealt with a vital subject in which there is a deep popular interest which fortunately extends far beyond academic circles.

It would seem that the time has now come for a calm but frank appraisal of the reactions to the report, both favorable and critical. To do this thoroughly would require more time than I have had at my disposal and more time than you can possibly devote to the subject today—important as it may be. Nevertheless, this approach seems to me, as a member of the Commission, far more satisfactory than to fall a prey to the temptation to answer the criticisms which have appeared from time to time. To me it is more important to remember that the country is faced with some very serious problems in higher education, that the report of The President's Commission offered some constructive solutions for these problems on most of which there is a substantial amount of agreement and therefore that we should keep our attention fastened on these matters until we have made real progress in solving them.

For in considering any subject, it should be remembered that it is human nature to expand on what are regarded as the deficiencies in a situation. For example it has been said, properly it seems to me, that the report itself errs in not expressing adequately appreciation for our

great accomplishments in higher education in this country. It is natural that the critics of the report should make the same mistake of elaborating on points of disagreement with the report to the neglect of others of equal, if not greater, importance on which there is substantial agreement. In what I have to say this morning, I propose to identify a few of the major conclusions in the report on which I believe there is substantial agreement but which, unfortunately, I believe have in the course of debate on other and perhaps less important matters been neglected.

1. The report attempts to make a strong case for the expansion of post-high school education, based on social needs on the one hand and the rights of individuals for self-development on the other, toward a goal of 4,600,000 enrollment in 1960—about twice the size of the present student body and approximately four times the enrollment prior to World War II. While doubts have been expressed as to whether any such goal can actually be reached and whether, in any such process of growth, educational standards can be preserved, I have been pleasantly surprised at the general acceptance of the thesis that there should be a very substantial expansion of post-high school educational facilities in this country.

I have endeavored to satisfy myself as to why this idea should be so generally accepted. I believe it may be due to several reasons: (a) There is general appreciation of the fact, now no longer merely a matter of opinion, that there are many capable young men and women not enrolled in any kind of an institution of higher education; (b) That a large portion of these come from families which find it hard to send their children to college but who deserve the opportunity.

In other words there is a great deal of latent talent in this country which is going to waste for lack of development. Now I am not one of those who believe that we can ever develop our educational facilities to the point where 100 per cent of those who intellectually could profit from further education beyond the high school will, as youths from 18 to 22 years of age, do so. But as the Commission clearly points out, if we could take down the barriers, if we made facilities in higher education more accessible, if we would diversify them more to satisfy social needs and individual differences and if we would improve our guidance and instruction procedures, there would ensue a great expansion which might well approach the goal of 4,600,000 students by 1960 which the Commission set and we should not sacrifice quality.

All these things we agree on with The President's Commission pretty well but I contend that as educators we are quite derelict in our efforts to bring this great waste of human talent continuously and forcefully to the attention of the country in order that through an aroused public opinion something may be done about it.

2. One of the means of bringing about an expansion of higher education in this country on which there seems to be quite general agreement is the program of national scholarships and fellowships recommended by The President's Commission. A few years ago, such a recommendation would have created a stormy debate. But experience with the NYA Student Work Program and especially the G. I. Student Program has softened any opposition which might otherwise have appeared and reconciled all elements to its acceptance, including those who do not believe in the use of public funds toward the support of privately controlled institutions. Two years ago, for example, when the American Council on Education made a canvass of this situation it was found that the executives of 129 public institutions favored the provision of federal funds for a national system of scholarships which should be made available to students in all types of colleges and universities as against 37 who opposed. The executives of the privately controlled institutions voted overwhelmingly for such a national system of scholarships—246 to 21. There is certainly general agreement that capable and needy students should receive financial assistance even though it may seem to be an indirect means of financial support to those institutions which derive the major portion of their support from tuition and fees.

Yet what strikes one with respect to this matter on which there is so much agreement is the comparatively small effort which is so far being made to put it into effect. No bill has yet been introduced into the Congress to carry out this program. It is true that the President in his budget message recommended a special appropriation for a further study of this matter. But one may be very sure that things do not just happen in Washington. If we want a Federal system of scholarships and fellowships, as recommended by The President's Commission, and, as I am led to believe we do, a great deal of work has to be done in support of the idea. Otherwise, what seems like a very sound proposal will fail and we shall have no one but ourselves to blame.

3. Another proposal presented by The President's Commission is the need for improvement in the quality of preparation for college

teaching. This was certainly no new discovery made by the Commission. Yeoman work was done by the Association of University Professors some years ago with respect to it. The Association of American Colleges has several times expressed its deep concern on the subject. The necessity of it is indeed something on which we can easily agree. Moreover, it is something we can do something about now without waiting for the Federal Government to pass a law. By this I do not, of course, mean to say that there is agreement as to exactly how so desirable an end is to be attained; which is, of course, only another way of saying that there are probably a number of approaches to this problem which ought to be explored further.

But I wonder if I am not correct in asserting that while there is today a greater ferment about this matter than ever before—stimulated in part by Volume IV of the report of The President's Commission—not nearly enough is being done about it. What, for example, is the new Association of Graduate Schools (a division of the Association of American Universities) doing about it? What is the Association of American Colleges doing about it? What indeed is this Association doing about it, and, finally, what is the institution which you represent here this afternoon doing about it? This is only another way of saying that there is no topic or activity which seems to me to be so universally the obligation of the several associations in higher education and the individual universities and colleges as the consideration of ways and means to improve college instruction.

But before anyone else seizes the opportunity to ask me a very embarrassing question, let me pose the question as to what The American Council on Education is doing to improve college teaching. Well, I am in no better position to boast about our record in this field than most of you are, but I can say that several years ago, as a part of the teacher education study, we issued a book entitled "Toward Improving Ph.D. Programs" by E. V. Hollis. This book is probably the best comprehensive reference book on this subject. Recently, the Problems and Policies Committee of the Council identified this part of the report of The President's Commission as worthy of further effort on our part. What we need, in my opinion, and what I hope to bring about, is the appointment of a representative national committee with sufficient funds to identify various aspects of the problem for further study and which will stimulate various individual institutions to undertake projects in this field to be re-

ported to other institutions through conferences and bulletins.

4. Another important recommendation of the Commission looking toward the absorption of a substantial portion of the post-secondary school enrollment related to the establishment of community colleges at the level of junior college instruction in the various states in the Union. I do not say that this recommendation has been received with enthusiasm either among the state institutions or the privately controlled ones, presumably because of the possible adverse effect it might have on their enrollments, but it is now widely realized that something of this sort is inevitable. There has been a rapid increase in the enrollment of junior colleges in California, Texas, Minnesota, Michigan and Kansas. Recent surveys in Illinois, New York and Pennsylvania have confirmed the need for further instructional facilities at this level. In other words, there is just as much demand, expressed or latent, for the addition of post-secondary school instruction now as there was only a generation ago for the extension of the high schools themselves. Moreover, the emergence of the need for semi-professional curricula of approximately two years in length, the need for the extension of general education to as large a proportion of the youth population as possible, limitations on child labor and the possibility of using these centers for adult education—all these argue for the general acceptance and implementation of this recommendation of The President's Commission.

Yet once more, with the possible exception of the American Association of Junior Colleges, there is no widespread activity going on to implement this recommendation under either public or private auspices. All this leads me to observe that it is rather easy for us to agree to or generally accept extensions and improvements in the educational situation but quite another thing to work very hard at the job of bringing them about.

I wish now to devote myself briefly to three recommendations in the report of The President's Commission on which there is no such general agreement as in other matters which I have discussed. I refer first to the recommendation that Federal funds for capital additions and for general support be made available to the respective states, on a formula based on income and high school graduates, for the support of publicly controlled institutions only. Two members of The President's Commission submitted a dissenting opinion on this matter. Several other members of the Commission, whose experience



and contacts were primarily with privately controlled higher institutions, chose rather to support the position of the majority of the members of the Commission.

Nevertheless, I do not wish to evade the fact that there is a growing conviction on the part of the privately controlled institutions that Federal funds should be made available for capital additions and general support to them as well as to state and municipal institutions. In a referendum taken two years ago, the executives of 186 privately controlled institutions voted that if Congress were to pass a law making available Federal funds in support of education, it should provide that this aid be available to non-profit private as well as to public education. Only 63 executives of these institutions, or 25 per cent, voted against.

While I am sure that there was the utmost sympathy among the members of the Commission for the difficulties facing the privately controlled institutions, it will not be possible to understand the position of the members of the Commission unless it be recalled (1) that the Commission believed that under our form of Government it was the constitutional duty of the states to determine what institutions should be designated as public institutions and so made eligible to receive public funds; (2) that a very large portion of the states had, under their constitutions, specifically provided that public funds should be expended only in public institutions; (3) that recent decisions of the U. S. Supreme Court had made it clear that public funds should not be expended in support of that portion of the private institutions which were under sectarian control; (4) that sooner or later in connection with Federal aid there was a danger of Federal or state control which would not be welcome and that it is important that privately controlled institutions remain free if possible from this danger. On the other hand, the Commission was unanimous in holding that Federal funds or facilities should be made available equally to both privately controlled and publicly controlled institutions in support of research contracts, for purposes of national defense including buildings and instructors for the ROTC and NROTC programs, and for scholarships and fellowships, and that the traditional policy of exempting the income of these institutions from Federal taxation be continued. In other words, the Commission felt that in the face of Supreme Court decisions, the provisions of state constitutions, and divided public opinion, it had gone a long way to protect and facilitate the work of the privately controlled institutions.



Whether the Commission should have gone further and recommended, for example, that Federal funds be made available to all types of institutions for the construction of dormitories on the theory that such appropriations would be in aid of the student rather than the institutions, as is presumably the basis of the G. I. legislation and the proposed national system of scholarships and fellowships, is something that certainly merits further consideration. Temporary housing was made available to both types of institutions after the recent war and a bill is now being considered in Congress which would make grants up to 50 per cent of the total cost, \$150,000,000 and loans not to exceed 50 per cent, \$200,000,000 to \$350,000,000 available to public and privately controlled institutions alike for dormitories. Incidentally, I may say that the Council arranged for testimony in support of this measure before the Senate Banking and Currency Committee only a short time ago. Personally, I hope that these provisions may be included in the Bill.

Similarly it seems to me that the proposed extension of the old-age and survivors benefits under social security to charitable and educational institutions, while entailing some immediate hardships on educational institutions which so far have no provisions for retirement of staff members, should, because a substantial federal subsidy is involved, be considered as another form of Federal assistance to both publicly and privately controlled institutions. The American Council on Education, after consulting its member organizations and institutions, has strongly supported this extension of Federal aid to individual institutions.

Finally, I do not know whether further Federal assistance to privately controlled institutions for capital additions and general support is likely to be seriously considered in the early future or not. Any legislation which can legitimately be interpreted as being primarily aid to the student may receive favorable consideration. As perhaps you know, it has been suggested that a special system of scholarships for medical students, which would pay the entire cost of the student's education, has been suggested. Possibly also there may be other examples of the Federal government constructing hospitals for the use of medical schools for privately controlled universities as was done in Washington about two years ago. In other words, the attitude of the public on matters of this kind depends in no small part on the seriousness of the problem which presents itself. An extension of medical education is certainly in this category and could set a prece-

dent which would ultimately be far-reaching with respect to Federal support of privately controlled universities and colleges.

I am firmly convinced, however, that the solution of the financial problems of the privately controlled colleges does not lie primarily in any kind of public support. The solution lies in the support of their constituents, particularly their alumni. Many a distracted college president spends a large portion of his time chasing down dollars, wherever they are suspected of being in hiding. But the matter of private support for colleges has now become a business just as community chests are a business, demanding planning, organization and co-operation. In my opinion, therefore, what we need at this stage is a national commission with sufficient funds to set forth the contributions, services and needs of the privately controlled colleges continuously with the public in order that individual and co-operative campaigns may be vigorously and more effectively developed.

Another matter on which there has been sharp disagreement with The President's Commission has to do with our recommendation on the matter of racial segregation at institutions of higher education. While the Commission on Higher Education did not go anything like as far as The President's Committee on Civil Rights in demanding that Federal funds be withdrawn from those states which establish separate educational facilities for the two races, it did condemn the practice in principle in no uncertain terms, recommend that state laws providing for segregation in education be repealed, and plead with the individual institutions to lead the way in giving it up. It pointed, moreover, to the practical impossibility especially at the level of higher education of providing equal facilities for the two races as required under recent interpretations of the Fourteenth Amendment by the U. S. Supreme Court.

I must confess that to me there is no alternative to the Commission's recommendations on this matter if we are to live up to the fundamental law of our country as interpreted by the Supreme Court. As the Commission makes clear we are being scrutinized closely for this deficiency in our practice of democracy and there is certainly a growing public sentiment against it. It is gratifying to note that several of the state universities in the South have modified, at least in a small way, their previous practice of segregation and the students at the University of Missouri, for example, have made it clear that they believe the time has come for a fair deal on this important matter.

Finally, I know that there is another question which has caused honest concern, namely how are we going to finance so great an expansion of higher education especially when it will require at least the doubling of present buildings and equipment, costing several billions of dollars, and, if the recommendation of The President's Commission is followed, the elimination of all fees for freshmen and sophomores in state institutions and public community colleges and even the reduction in fees in privately controlled colleges to the pre-war level.

Well, the answer of the Commission is that while the expenses of higher education have greatly increased, they have not increased nearly so rapidly as the national income, with the result that at the present time we are actually expending for higher education in all types of institutions a smaller proportion of our national income than before the war; namely, a fraction of one per cent. In 1932, .65 of one per cent of our national income was spent for higher education; in 1942, .46 of one per cent. If the recommendations of the President's Commission are carried out 1.19 per cent of our national income will be spent for higher education. Please do not be too much worried about the expense therefore. We can afford the bill all right provided only that we do not have to expend all of our available resources on preparation for another war.

But how, you ask, is the money to be raised? The answer, according to the Commission, is as it has been hitherto: namely, from private gifts and endowments, from the states, and from communities according to their ability to pay, and to a larger extent from the Federal government. At once some one will be moved to say "Yes, one more instance of running to the Federal government to support functions which, under our Constitution, were reserved to the states and localities to administer, and presumably to support." One who holds to this theory has much to support his conviction; but he forgets two important facts. First, that all education, including advanced technical and professional education, is as vital to the preservation and safety of our national welfare as it is to local and state affairs. We have just witnessed, for example, in the recent war the extent to which our educational institutions may be taken over and administered for our national defense.

Secondly, he forgets that in 1913, an Amendment to our Federal Constitution was adopted, the implications of which we are only gradually coming to realize: namely, the Amendment conferring upon the Federal government the authority to levy and collect in-

come taxes. To be sure that Amendment did not take away the power of the states also to levy income taxes, but the practical results have been much the same. Only about two-thirds of the states levy income taxes at all, and in the others only a small fraction of the amount of taxes is secured from this source as compared to the amount that pours into the Federal Treasury.

It is no accident, therefore, that contemporaneously with the passage of the Sixteenth Amendment, the Federal Government has been requested—and has acceded to these demands—to hand back a portion of the proceeds of Federal revenues to support functions traditionally and essentially of a state and local character, namely, roads, health, social security and education. Far from denying this tendency, therefore, it must be accepted, provided in education it is not accompanied by Federal control, because it is certain that the Federal income tax amendment is not going to be repealed and because the process of handing back a portion of Federal revenues to the states according to their needs rather than in proportion to their ability to pay presents the one and only means we have to equalize educational opportunities among the states. Everyone knows the great variation among the states in per capita wealth and income and, therefore, in their ability to support education and other public welfare programs. Federal aid to education is, therefore, both right and inevitable, and the sooner we can convince Congress of the righteousness of this cause, the sooner we can plan for that expansion and improvement of all levels of education to which this country is entitled.

In conclusion may I say that The President's Commission on Higher Education endeavored to do a conscientious job. In the limited time at its disposal, it compiled all of the information possible on which to base its conclusions. It realized that it had been asked to deal with a problem, the solution of which will determine for the next generation nothing less than our standard of life at home and our place among the nations of the world. For that reason, it felt that it must be careful in its analysis of individual and social needs and forthright in its pronouncements. If, in any sense, it seemed to show lack of appreciation for past accomplishments, it was because it was even more deeply concerned as to what lies ahead and what the Commission might do to awaken the American people to the critical nature of the problem and to offer some guidance on which action might be based. Fortunately, the American people do not have to follow this advice if, through the processes of further study and public discussion, sounder policies can be developed.

## CONVENTION WORKSHOPS

### The Registrar and Public Relations

#### Report of Workshop I<sup>1</sup>

REBECCA C. TANSIL

COLLEGES are becoming increasingly conscious of the need for effective programs of public relations, as evidenced by the increasing number of full-time trained college public relations directors. While it is highly desirable to have an organized program, coordinated by one office, it is essential that the public relations task be understood by all the employees of an institution from the President to the lowest paid service employee. The Office of the Registrar and the Admissions Office have a direct responsibility in interpreting the institution to its public and interpreting its various publics to the institution. As we are rapidly entering a buyer's market in higher education it becomes increasingly important for us to evaluate our public relations techniques. Perhaps, too, we have assumed that the old methods are satisfactory. Certainly we should consider the use of sampling techniques to evaluate and possibly reorganize our whole approach to the field of public relations.

#### USE OF STUDENTS, FACULTY AND ALUMNI IN A PUBLIC RELATIONS PROGRAM

The college student perhaps is the key to effective public relations. A student who respects his college and finds the program satisfying throughout his college career will be an enthusiastic publicity agent while on the campus and will usually become an interested and supporting alumnus after graduation. Many and varied programs have been developed where students are serving as active public relations agents. Some of these include organized groups of students who visit high schools upon invitation to interpret the college to members of the senior class. At other times a special interest group in college will sponsor a similar group in high school and this is a particularly fine way to build up good relations. When groups of high school

<sup>1</sup> Mr. Ted McCarrel, Registrar and Director of Admissions of the State University of Iowa, was chairman of Workshop Number I.



students visit a college campus, the college students usually participate in the program, and by serving as guides they are able to interpret the college and campus in a different way than any faculty member or administrative officer. It is generally agreed that care must be taken in the use of students off the campus. There must be adequate supervision and a good training program for students who are to participate in such a program. Without this supervision and training the use of students may not be effective and it may be harmful to the over-all public relations program.

Small colleges, especially, use the faculty in making contacts with secondary schools and interpreting the college to high school students. The choice of faculty, of course, depends upon the individual faculty members and their interests as well as available time for such participation. One of the most widespread practices is the use of faculty members as commencement speakers in secondary schools. Other participation includes extension workers who sponsor or develop statewide clubs, music departments sponsoring programs, art exhibitions, athletic events and other activities.

The alumni form a large group of potential public relations officers. However, for the alumni to be effective in properly interpreting the college to prospective students there must be some organized, wise guidance on the part of the college. The alumni must be kept informed of the changes in the college and its enlarged program so their information can be up-to-date and accurate. Many colleges are using alumni effectively in their admissions programs. A number of colleges have appointed alumni to serve in certain scattered areas. These alumni are furnished with catalogues, admissions blanks and other pertinent information about the college. High school students in these areas are directed to these alumni for interviews in connection with admissions. Properly carried out, this program can be very effective. It not only saves time and expense for both college officials and students but can bring to the college the advantage of having an enthusiastic representative in each of a good many local communities.

#### CAMPUS VISITATION BY PROSPECTIVE STUDENTS

College campuses may be used as centers for the conferences of high school students. Often such conferences are college-sponsored but at other times the college simply offers its facilities while the



event is under the sponsorship of outside organizations. Under the first mentioned come the annual career conferences or college days which are now well established on most college calendars. These are usually initiated by the administration and when effective are jointly planned and administered by faculty and students. This is an excellent way to interpret the college to prospective students and such a campus visit makes orientation to the college program easier for the entering student. Events sponsored by outside activities may include 4-H Club meetings, state-wide athletic events or music festivals, and citizenship conferences sponsored by civic organizations. Although in these latter cases the college does not have a definite part in the program, the president or someone delegated by him usually welcomes the guests and the visitors have an opportunity to see the college program in operation.

#### THE IMPORTANCE OF CORRESPONDENCE AND PUBLICATIONS IN THE PUBLIC RELATIONS PROGRAM

One of the most important phases of public relations is the *rapport* developed through correspondence and by the release of bulletins and other printed materials to the prospective student. Admissions officers have been forced to adjust their methods to meet the post-war rush of students seeking admission to colleges. First and foremost is the importance of promptness in the answering of correspondence. Promptness in the matter of admissions correspondence is the keynote for good public relations. With admissions continuing to be a serious problem, delayed answer to an application may mean that a student loses an opportunity for admission to the college of his second choice. Colleges in general are moving back the time of accepting students. Many now give provisional admission to high ranking applicants who have completed three years of high school. When a student makes an inquiry of a college, he expects and should receive a prompt answer. Although students would prefer to have a personal letter rather than a form letter, form letters well expressed and attractively set up are in good usage and are much to be preferred to the delay occasioned by trying to send dictated letters to all applicants seeking initial information concerning the college. Many colleges are handling the load of correspondence by the use of automatic typewriters. It is agreed, of course, that colleges in general can improve the style of letters whether these be form

letters or individually dictated ones. The tone of a letter can either promote or hinder good public relations.

There are varying practices in the use of college catalogues and bulletins. In spite of improvement, college catalogues continue to be difficult to read and interpret from the standpoint of the average high school student. A small informational pamphlet, the briefer the better, giving simple information about admissions, costs and housing is usually much more effective with prospective students than a large catalogue. Many colleges have well planned publications that they release at intervals during the year to high schools. These deal with career opportunities as well as general information about the college, research projects under way and other timely topics.

#### USE OF THE RADIO

Many colleges maintain their own broadcasting stations and have well planned programs for serving the local and state area. The responsibility for these programs is shared by various departments and they range from French lessons to farm news. Local radio stations, as a rule, are generous in giving time without charge to college programs. Although the field is a new one a few colleges have begun work on television programs. Making people conscious of the college and its services through the radio will pay dividends over a period of time.

#### TECHNIQUES FOR PROMOTING DESIRABLE RELATIONSHIPS WITH SECONDARY SCHOOLS AND OTHER COLLEGES

Colleges should make every effort to work out effective and good public relations with secondary schools in the area they serve or with colleges from which students transfer. This can be accomplished in many ways. The use of uniform high school transcripts that reduce the time necessary to fill out application forms will create good will from the beginning. Admissions Officers should have the courtesy to notify high schools when students have been accepted and should send periodic reports on the progress of these students. These reports on academic progress and standardized test results can be extremely helpful to the high school in the evaluation of programs in certain areas and can be helpful to the college in evaluating admissions procedures. Conferences of high school principals and guidance officers held on the college campus to discuss educational problems and policies can be

mutually beneficial. Through such conferences a clear understanding of the educational needs of students can be developed. High schools must have accurate information about admissions policies so they can interpret these to the high school students.

With the growth of junior colleges, the senior colleges must also deal with these institutions and work out problems in connection with transfers. Colleges should make clear the exact requirements for the benefit of transfers from junior colleges. Junior colleges, on the other hand, can materially assist the student by studying the requirements of colleges in the area and presenting the material in a special pamphlet.

#### CO-ORDINATION OF ADMINISTRATIVE OFFICIALS IN PUBLIC RELATIONS PROGRAM

To insure consistency in the public relations program there should be a clearing house for the release of all publicity material from the various administrative offices. Some colleges have a public relations council made up of administrative officers while others may have a full time director. Whatever the organization, the Office of Admissions and the Registrar should be certain that the public relations office is acquainted with all information that has a public relations value for prospective students, for students on the campus, and for alumni.

#### CONCLUSIONS AND RECOMMENDATIONS

It has been said that no college admissions officer has ever been able to say no and make it sound like yes. Even so, these offices can be a vital force in developing goodwill among prospective students and those currently enrolled by accurately and pleasantly interpreting the rules and regulations of the college. An admissions officer should not feel that his task is limited to accepting or rejecting a certain student. Many students should be advised to consider other collegiate institutions and in some cases advised not to plan to attend college.

The Admissions Officer and Registrar must develop in his staff the public relations point of view. This, of course, implies efficient and well stated procedures of admission and registration which must be reflected both through official correspondence and by personal contacts.

# Machine Equipment for the Work of the Registrar and the Admissions Officer

## Report of Workshop II<sup>1</sup>

IRENE M. DAVIS

### INTRODUCTION

THERE are many types of mechanical equipment for office use, and colleges and universities have a variety of needs. Care should be exercised in the selection of a machine for a particular job. Much information can be obtained by attendance at business shows and by discussion with registrars who have used various pieces of equipment and can therefore explain the limitations and disadvantages as well as the advantages of each.

### EQUIPMENT FOR THE PREPARATION OF TRANSCRIPTS

Photocopying devices which are in wide use are of three general types: photostat, direct contact printers and microfilm. In the first category are Dextigraph, Speedee, Rem-Rand Portograph, Hunter Photocopyist and others; in the second Bruning and Ozalid; in the third microfilm under many trade names.

The photostat method is slower and the operating costs are higher than the direct contact method, but the initial cost is much lower. Moreover photostat machines can reproduce matter from cards and ordinary paper, whereas direct contact printers require an original of tracing cloth or paper, necessitating the conversion of old files. Where many records must be reproduced in a short period of time machines such as Bruning and Ozalid have the advantage, as they produce a black (or other color) print on white without an intermediate negative and they have a high speed of operation (about 5000 prints per day).

One registrar, whose work load has more than doubled in recent years, is using Ozalid in order to reproduce records for Deans, Ad-

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<sup>1</sup> The chairman of Workshop II was R. S. Johnson, Registrar of the University of Florida.

visers, and students, in the short interval between terms. It is estimated that the new method of operation will save enough money in three years to offset the cost of the duplicating machine and the labor required in converting active files from cards to tracing cloth forms.

It is important that quality and weight of the original tracing sheet records be uniform from one order to the next so as to obtain best results in the duplicating process. Records on cloth or paper may be kept in visible file pockets or in binders while in active use; in binders or file folders after transfer to inactive status. Users of IBM equipment have found that machine posting to translucent sheets is possible.

Microfilm is used in several ways. Old records may be filmed and a transcript obtained by placing the film under a viewer and exposing it to sensitized paper. This method is slow and therefore inadequate if transcripts have to be made often; also "blown-up" prints are not sharp and clear.

There is general agreement on these points:

- 1) That mechanical methods of duplicating records have the advantage of speed and accuracy over copying by hand or typewriter.
- 2) That Registrars should maintain clear, complete records if they plan to use prints for transcripts. The AACR Committee on Special Projects, through its sub-committee on adequate transcripts, has issued a report setting forth the minimum requirements for a good transcript.
- 3) That prints used as transcripts should be large enough to be read without strain. Direct contact prints are always the same size as the original; photostat prints may be the same size, reduced or enlarged.
- 4) That all the photostat and contact printing machines have value and some offices may find it desirable to use both types.
- 5) That interest in microfilm is growing because of the storage space problem; but that use of microfilms will be limited unless a way can be found to get prints good enough to be used as transcripts.

#### DUPLICATING EQUIPMENT

Examinations, minutes, notices, etc. may be duplicated by machines such as Mimeograph, Multilith, Standard Duplicator and Rex-o-Graph. Original cost of the machine, cost of supplies, time for make-ready and operation of the machine, number of copies from one stencil, flexibility as to size, weight and finish of paper on which printing can be done, are all factors in the selection of a machine for this sort of work.



#### AUTOMATIC AND ELECTRIC TYPEWRITERS

Automatic typewriters fill a real need when the same or similar letters have to be sent out in large numbers. If the letter is to be personal, it should not be mimeographed or printed. Institutions have been criticized for sending out rejection notices that are abrupt, formal and lacking in personal interest. An admissions officer can improve the public relations of his college by writing a personal letter to every applicant.

An Auto-typist or similar machine produces letters which are personalized, by automatically typing some set paragraphs or a complete letter after a typist has filled in the salutation and the date. A mechanism on the machine selects the paragraphs to be typed. The operation is so rapid that a letter of average length can be completed in the time required by the typist for addressing the envelope.

Electric typewriters are excellent for cutting stencils and for typing on translucent paper or cloth master sheets for use on direct contact printing machines. They are easier on the operator than ordinary typewriters and are therefore recommended for general use where a typist is at the machine all day and every day.

#### PUNCHED CARD SYSTEMS

There are at least four types of punched card systems which have application in college and university offices: International Business Machines, Powers of the Remington Rand Co., McBee Keysort and Findex. Experience with IBM and Keysort is wider than with Powers and Findex.

McBee Keysort cards are used for gathering and tabulating registration data, for maintaining control over class and section assignments, and for posting instructors' marks to permanent records. The sorting is done by running a needle-like instrument through a deck of cards which have been grooved for certain data. Each category has a position on the card, so those grooved for a given item drop when the needle is run through in that position. Class cards may be sorted in class order or in alphabetical order by student names; registration cards may be sorted into all of the classifications necessary for distributions and statistical reports. The system is inexpensive and may be of great value to institutions which do not have large enrollments.

International Business Machines of greatest use to the Registrar are



the printing punch, sorter, reproducer, interpreter, collator and tabulator. Practice varies with respect to centralization of the equipment. The card punching and sorting equipment may be scattered throughout the departments, with the tabulator and printer in a central service office; or all the equipment may be centralized. Where the equipment is centralized an expert is needed to plan the schedule of the various users throughout the institution.

#### PROCEDURES FOR ADMISSION

Admission forms may be summarized on tabulating cards with a record of date of receipt, data on age and sex, need for housing and so on. Lists or duplicate cards can be supplied to deans, advisers, and other administrative officers who have need of current information on entering students.

#### REGISTRATION

A master tabulating card is made for each course or section. From this duplicates are prepared, one for the instructor and one for the Registrar, for the maximum number of students in a class. These are placed in racks from which they are distributed at the time of registration. Readings are made from the racks at the end of each day, and when the sections or courses are closed notice is sent to the student advisers. There is a stop card in each rack, beyond which a few cards are kept in reserve for students who need them in order to avoid conflicts.

#### GRADE PROCEDURES

Tabulating cards are suitable for reports to students, to officers of administration, to high schools, etc. The permanent record is developed by transfer posting or direct posting from the tabulating cards. Institutions which prefer to issue a cumulative record to the student do not use tabulating cards for reports, but issue prints of the permanent record after the posting has been done.

#### STATISTICS AND REPORTS

Punched card equipment lends itself very well to the preparation of annual reports, as cards can be sorted and counted to produce statistics on any of the subject matter which is punched. Financial reports and vouchers for the Veterans Administration may also be obtained from the tabulating cards.

MISCELLANEOUS MECHANICAL EQUIPMENT IN USE  
IN REGISTRARS' OFFICES

- 1) Inter office communication systems—"Squawk boxes," (e.g., Executone and Teletalk) light and key telephone instruments, and office switchboards are all used. Telephone equipment of one sort or another seems to be favored. In planning a new office building it is advisable to consult the architect or engineer about the installation of communications systems.
- 2) Addressograph and Elliott machines print from metal or paper plates. Selector tabs make it possible to run all the names in one group. Big mailings are handled rapidly with addressing machines but a list must be relatively stable to justify the cost of material and labor in building the file of plates. Small machines, hand operated, as well as large motor powered models are on the market.
- 3) Dictating Machines  
New and improved models of Dictaphone, Ediphone, Audograph are on the market and are giving satisfaction.

CONCLUSION

Judicious selection of office machines for a college or university office should be based on 1) Knowledge of performance and cost of all equipment on the market; 2) Experience of persons who have used the equipment in a situation comparable to one's own; 3) Opportunities for sharing equipment and thus splitting costs with other offices in the institution; 4) Labor costs and other personnel factors in a given situation.

# Registration Procedures

## Report of Workshop III<sup>1</sup>

MAPLE MOORES

WORKSHOP III was composed of representatives from some seventy colleges and universities, ranging in enrollment from a few hundred to more than 20,000. As a basis for exchange of information and opinions regarding specific procedures, the participants first determined common trends in basic registration policies and procedures among the institutions represented. The Chairman presented an outline, consisting of seven major divisions, as follows:

- I. Registration functions and general materials indicated
- II. Basic forms of materials
- III. Control of eligibility for registration
- IV. Timing of registration procedure
- V. Space distribution for registration
- VI. Steps in registration procedure
- VII. Distribution of registration records to other offices.

Six of the topics were taken up in turn and discussed in detail, with resulting information as follows:

I. *Registration functions and general materials indicated.* This topic was divided into basic functions and supplemental functions, on the premise that certain ones were common to all registrars. Among the basic functions probably common to all were listed: securing the student's program card or study list; assessing and recording the payment of fees; securing basic information or statistical records; controlling sectioning; recording class enrollments; and issuing evidence of the registration of the student. In the discussion it was discovered that all present were responsible for securing the student's program or schedule card; that thirty-eight of those present did not have the responsibility of assessing fees; fourteen were not responsible for seeing that the student paid his fees. A discussion of this question brought out the fact that all were responsible for seeing that the student becomes accountable to the collecting officer for his fees. None indicated that they collect fees. All reported a responsibility for obtaining basic information concerning the student.

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<sup>1</sup> Workshop III had as its chairman H. Donald Winbigler of Stanford University.

Twenty-three representatives indicated that they are not responsible for the sectioning of classes. A question was raised as to whether in these twenty-three institutions the department was in control of sectioning rather than the registrar's office and it was agreed that some academic agency, perhaps a department head or a dean, is responsible. All but three institutions reported the use of class cards.

All but one reported that they give the student some kind of evidence of registration, but at least half of those present indicated that the only form of registration certificate given their students is issued by the bursar, or comptroller.

A brief time was devoted to a discussion of the student's study list, or schedule card. Other names used for this card are enrollment card, program card, and registration card. It was agreed that all registrars make use of this card under one of the names, and all but ten stated that they give the student a duplicate of the card, or require that he make one for himself. All but six reported that they provide a copy of the card for a dean, department head, or academic adviser, and fifty stated that they provide a copy of the card for a dean of men, dean of women, personnel office, or counseling office.

All present reported that they provide the academic dean or department head with a copy of all or part of the personal data furnished by the student registration. All but four provide the information to the student personnel office, dean of men, or dean of women. In thirty-two institutions the bursar, or comptroller, requires personal data on the student and in twenty-one institutions the registrar's office is responsible for collecting the information. Fourteen institutions furnish personal data on the student to the library; sixteen to a veterans' office. In sixteen institutions the veterans' affairs are handled in the registrar's office. In twelve institutions the personal data is supplied to a health service. Nine provide the information for a religious counselor's office. Five report personal data to a placement or employment service. Thirteen supply the information to an alumni office; twenty-one to a publicity or public relations office. Other offices that in some institutions receive personnel information are the secretary's office, the information office, the post office, the library, the student directory, and in one instance, a concert ticket office. In one institution the student's application blank is photostated and copies sent to the various offices, which cuts down the

time spent by the student in writing during registration. Seven institutions reported that they furnish the information in advance of registration, made up from the students' applications.

In seven publicly supported institutions, the registrar's office is not responsible for checking on the residence of students. In these institutions the checking of resident and non-resident students is done by the bursar, the treasurer, or the dean.

II. *Basic forms of materials.* In a discussion of basic registration material, ten reported use of IBM cards. Of these three reported enrollments of less than 3,000. Two institutions use Remington-Rand machines, and six use Keysort. Twenty-four institutions use a coupon book of cards or a perforated sheet of cards, and twenty-seven use single cards.

III. *Control of eligibility for registration.* Under this topic, there was an extended discussion of the question of returning students who had been out of the institution for a semester or longer. The question was asked, "For those who left the institution voluntarily, and who have attended no other institution in the meantime, how many do not consider a person eligible for readmission automatically?" Twenty institutions do not.

To the question, "How many do not have to be concerned with any kind of temporary hold on registration because of deficiencies of admission?" seven reported that they do not. Approximately three-fourths of those present indicated that the admissions are handled in the registrar's office and eighteen reported separate admissions officers. It was conceded, however, that in all institutions one office would have to hold up registration in cases of admission deficiencies.

All reported that in the case of financial obligations to the institution the registration is held up, either by the registrar, the bursar, or the admissions office. Only two reported that registration is deferred for financial obligations to business firms, and seven for fraternities and sororities. Thirty-five institutions defer registration because of financial obligations to the library, and nine institutions hold up registration for health problems. Forty-six institutions place the registration holds at the point of issuance of registration materials, and six make the point of control the place where the materials are turned in. The remaining institutions refuse to issue registration materials to students who have financial obligations. One institution re-



ported a departure from the general procedure—the student is issued registration materials and allowed to turn them in and receive a registration certificate to present to the dean and get his enrollment card. He is not stopped until he comes back to enroll in his classes. Then if he owes some debt to the institution, or has been put on a check list for disciplinary reasons, he is stopped at that point until he is released by the office concerned.

In checking eligibility for registration, thirty-seven institutions follow the scheme of preparing in advance some kind of registration material with the student's name on it. Eleven issue a permit-to-register card to the student. Fifteen check names against control cards as students go through registration.

In administering temporary holds, fifty-one institutions issue a hold card to the student or in some other manner notify him that he is to bring a release before he can proceed with registration. Only thirty institutions permit a provisional registration, allowing the student a certain time in which to clear up delinquencies. In some instances the student is allowed as much as ten days, with the possibility of further extensions if necessary. Some allow this provisional registration only to new students, and only two of the thirty will allow a provisional registration in the case of financial delinquencies. All but one of the thirty institutions allow the student to pay fees and go entirely through the registration procedure, with the understanding that his fees are to be refunded if his registration is not finally approved. Two institutions will issue the student a permit to attend classes, but no registration forms, when there is some deficiency in his entrance credentials.

IV. *Timing of registration procedure.* A few more than half of the institutions represented have no pre-registration for the beginning of the school year. Thirteen institutions have their students make up tentative schedules in the spring for the following fall and use these as a basis for planning the class schedule for the fall semester or quarter.

Some time was devoted to a discussion of the advantages of pre-registration and the plans in use at two institutions, Southwestern Louisiana Institute and Middlebury College, were explained in detail. Both institutions have pre-registration in the spring. At Middlebury College each class is allowed five days in the spring in which to sign up for fall classes. In the fall they may have as much as three weeks in which to make changes. No fees are paid at the time of pre-regis-

tration, but they must be paid by September 1. At Southwestern Louisiana Institute a complete pre-registration is held each semester and the summer session, including payment of fees. In the fall one or two days are allowed for the registration of those who did not register early. Approximately twenty-five per cent of their students fail to take advantage of the pre-registration, and these must take the consequences of a poorer selection of classes. In the case of students who must be dropped for poor scholarship a full refund of fees is allowed if the students have pre-registered. The principal advantage of the pre-registration is the time allowed for counseling. Southwestern Louisiana Institute uses the dated card plan, giving out a certain number of cards for each day of the pre-registration period, thus controlling the amount of time to be devoted to registration. The student who pre-registers is not allowed to make changes until the first seven days of the next regular semester or three days of the summer session. Holds for delinquencies are introduced into the registration line.

The system in use at Iowa State College was explained in detail, as follows: Certain faculty members are designated as counselors for the students. These men are giving part of their time to the counseling procedure and are released from part of their teaching duties. About the middle of the quarter, they set up a period during which each student consults his adviser or counselor, and chooses his schedule of studies for the next quarter, except for class sections. The sectioning is done by the registrar's office, and the class cards are pulled. The student has time for consultation with his advisers, such as he does not have when the registration occurs entirely at the opening of the quarter. Then, at the quarter opening, they have a two-day registration period for the 10,000 students, but all the student does is to come through the line and pick up his packet of cards, which includes his schedule of studies that he has made out before, completed as to sections and hours. His class cards are there, he fills his name in on them, pays his fees, turns in his card, and he is through. It was pointed out, however, that this plan could be more easily followed in an institution which has fixed curricula than in one which allows many electives.

Several plans for controlling the flow of registration are in use and all of the institutions represented use one of the following: Twenty-four use an alphabetical grouping; twenty-nine group by classes; six by schools or departments; and six by individual appointments. One

institution groups the freshmen and the upperclassmen separately. The method in use at the University of Arkansas was explained as follows:

Registration cards are prepared from applications which the students fill out to indicate that they intend to return in the fall. These cards are numbered in the order in which they are received. The students call for these cards the day before registration and thus do not have to wait in lines. They are admitted by number to the registration room on the following two days. The schedule of numbers is made up in advance.

A number of variations in the commonly used groupings were described, all of which used some form of seniority as a basis for allotting the choice registration hours.

Fifty of the institutions represented provide a miscellaneous period within the regular registration dates, during which students may register, if they have missed their scheduled time, without penalty. Sixty-six of the institutions charge a late registration fee, which ranges from a maximum of \$3.00 to \$10.00. Seventeen institutions will permit registration by proxy.

There is a wide range in deadlines for late registration. For institutions on the quarter plan the range is from eight days to three weeks, and for those on the semester plan, from six days to six weeks. It appeared, however, that the institutions allowing only a few days for late registration tend to make more exceptions than those which allow more time.

V. *Space distribution for registration.* The majority of institutions have a centralized registration, but a few of these indicate that they are in process of decentralizing, with a view to breaking up the long registration lines.

There was some discussion of the number of days allotted to registration; that is, the number of days advertised in the catalog as the registration period. Of those with an enrollment of 2,000 and under, twelve allow one day; sixteen, two days; eight, three days; eight, four days; and one, six days. Of institutions with an enrollment of between 2,000 and 5,000, four allow two days; two, three days; and three, four days. Of institutions of 5,000 and over, three allow two days; four, three days; one, four days; one, five days; and one, six days.

VI. *Steps in registration procedure.* By special request, the Chairman explained the system at Stanford University, which does not use

class cards. Registration consists in getting an official study list, which is the program of courses for which the student is academically accountable. For limited courses there is some sectioning through seat cards, which are merely tickets of admission. A standard form is provided, on which students may enroll in a class, but no check is made at that point to see that they are registered for the classes in which they enroll. They enroll by signing a blue card, and a part of that is used by the professor or the secretary of the department in making up a class list. There is nothing to prevent a student from going to a class for which he is not registered. It is customary, however, to attend only those classes for which one is registered. The registrar's office does not have at any time during the quarter an official list of persons who are attending the courses. The end-of-quarter grade report is made up within the department, by the departmental secretary, from the blue cards which have been turned in and the grades that have come in, and after the quarter is over the discrepancies are reconciled. If a student has attended a class and gotten a grade reported for a course for which he did not register, he may, by retroactive bookkeeping, subsequently register for it belatedly; that is, make a change in study list after the quarter is all over, and get the credit for it. If he is not eligible to take the course he does not receive credit. If he registers for a course but fails to enroll in it, it counts as a failed course unless he officially drops it. He is not allowed to drop the course if it would reduce his load below the minimum allowed. With an enrollment of 8,300 students and approximately 40,000 course registrations, an average of 150 cases of late bookkeeping occur. A fee of \$4.00 is charged for the late bookkeeping.

There was a brief discussion of registration for work in absentia. Of the twenty institutions offering work at the graduate level, only one would not permit a student to do work in absentia.

# Admissions

## Report of Workshop IV<sup>1</sup>

ELSIE BRENNEMAN

COLLEGES throughout the country have for a number of years been increasingly concerned with admission policies. Reports of educational meetings show the consideration given and the importance attached to the admission of students to the field of higher education. That college administrators recognize the need for giving careful attention to admission procedures is shown by the establishment of an increasing number of school officials holding the title of Director of Admissions.

It is agreed that there are many difficulties involved in any admissions program. Directors of Admissions must ever be sensitive and alert to the constantly changing conditions of society and to changes within the institution which affect admission policies. Wars, economic conditions, and social pressures are but a few of the many conditions which might be cited as affecting enrollment trends and admission procedures.

### TRENDS

In considering admission policies and procedures, enrollment trends are important factors. The number of young men and women who desire admission to college has a decided influence on the standards and policies set by the colleges receiving the applications. A number of colleges which have had co-operating schools have found it possible to discontinue such schools and absorb the enrollment on their respective campuses. The College Board this year reports a general decrease of about 20 per cent in the number of applicants at colleges for men and colleges for women. In co-educational schools the decrease is less. There is some increase in applications at teachers colleges; this may be in keeping with changing economic conditions. It has been true in the past that as the economic situation tightens, enrollments in publicly supported colleges, and especially in teachers colleges, increase.

As there is a decrease in the number of applications received by

<sup>1</sup> Workshop Number IV had as its chairman Mr. Clarence E. Dammon, Registrar and Director of Admissions, Purdue University.



colleges, and a resulting increase in the proportion of acceptances from among those applying, the problem of multiple applications is being reduced. Although very few publicly supported colleges require a deposit with applications, a number of private schools are still following this practice which was adopted in many places with the large influx of students after World War II. The amount of the deposits in general varies from \$5.00 to \$50.00. It is believed by those requiring deposits that it is effective in reducing the number of multiple applications. There seems to be no uniform practice with reference to the refund of deposits.

The number of applications of women students remains about the same as it has been during the past few years. The decrease is found among men students. This is probably accounted for, to a large degree, by the reduction of the number of veteran students. It is expected that there will be very few veterans among beginning students in the fall of 1949. The decrease of men students will probably be offset to a small extent by the fact that men of draft age will not expect to be drafted in the fall of 1949. A year ago draft expectancy was a factor in discouraging young men from applying for admission.

With a reduced number of applications, it is again possible to give greater consideration to applications of out-of-state students than was the case during the peak enrollments of post-war periods.

Directors of Admissions and Admissions Counselors recognize the increasing value and importance of counsel with those seeking admission. Such counsel may begin early in high school or even in the elementary school. In some colleges applications are considered at the end of the high school junior year, but in others official action is postponed until the completion of high school work. It is agreed, however, that counseling cannot begin too early. In some states high schools and colleges co-operate in the counseling programs. These programs may take the form of individual or group counseling. Many high schools have College Days to which college representatives are invited. Some colleges also hold College Days on their campuses to which high school seniors are invited. Career Days and Community Days are other types of organization through which prospective college students may in groups receive information which will be helpful in selecting the college which they believe will meet their needs.

Increasing emphasis on general education, recognition of the need for greater equality of educational opportunity, the NROTC pro-

gram, and the "General College" or "Junior Division" movement are trends which cannot be ignored in considering admissions policies and procedures. Changes in high school curricula such as the "Life Adjustment" curriculum movement and the emphasis on vocational education influence admissions programs.

Federal aid to education is recognized as being desirable if properly administered. In this connection the workshop considering admissions has recommended to the Committee on Resolutions that consideration by the delegate body of the American Association of Collegiate Registrars be given to the resolutions passed by the Department of Higher Education of the National Education Association at a recent meeting in Chicago.<sup>2</sup>

#### ADMISSION TECHNIQUES AND PROCEDURES

An increasing number of colleges no longer require a high school unit pattern for admission but admit upon graduation from an accredited or recognized high school. This practice may result in deficiencies which may be cleared in college. Some schools offer such courses on the noncredit basis while others give credit for the work. Fear is expressed by some that too much freedom in the high school curriculum may bring about inadequate academic preparation.

Although it is recognized that rank in the high school graduating class and marks received are not always an accurate indication of ability to do college work, they continue to be considered as important factors by most colleges.

Most institutions use achievement and aptitude tests for placement and counseling purposes, but very few require them as part of the admission procedure. Satisfactory passing of the General Education Development Tests on the high school level has been accepted by most colleges in meeting entrance requirements. A number of schools have discontinued this practice except for those who have been in active military service. A larger number have, however, continued their previous practice believing that if the tests are satisfactory evidence for those who were in active service, they are for others also. A few schools use the General Education Development Tests for adult non-veterans in their admissions programs. Approximately two-

<sup>2</sup> Fourth National Conference on Higher Education, Department of Higher Education, National Education Association, April 7, 1949.

thirds of the colleges do not give credit on General Education Development Tests on the college level.<sup>3</sup>

It continues to be a common practice to give credit for basic or boot training although men may not have been in such training until the war was over. One school reported the discontinuance of this practice after the date terminating G.I. benefits feeling that if the veteran was no longer entitled to those benefits, neither was he entitled to college credit on the basis of training.

Directors of Admissions must often make decisions with reference to the admission of mature students who do not meet specific requirements. In most colleges such students are given the opportunity of clearing deficiencies by passing General Education Development Tests, by passing entrance examinations (with or without credit), by taking college courses for high school credit, or by demonstrating ability to do college work. Terminal and rehabilitation programs are also used to give students with limited qualifications an opportunity to further their education.

The United States Office of Education aids in the evaluation of foreign credentials on the basis of the program of study, the years of study, the courses taken, the descriptions of courses, and the marks received. Evaluations are in the form of recommendations only. Colleges may accept them if they wish or may give tentative status for final evaluation at a later date. The number of foreign credentials being processed in the Office of Education is increasing. Foreign students without any or with incomplete credentials may file affidavits covering their preparation, take placement examinations, or attempt college courses for which they believe they are qualified. It is believed that foreign students make rather quick adjustment and that they find great tolerance here—probably more so than when they return home. Foreign students should probably not be admitted unless or until it can be determined that they will benefit from the opportunity to study in this country. Good health is a factor which should not be overlooked in the admission of foreign students. Admission through the Institute of International Education insures satisfactory certificates of health, without which the prospective student would not have been permitted to leave home. Special sections in Freshman English are pro-

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<sup>3</sup> See Question 23, *The Question Box*, p. 556.

vided in many colleges for foreign students who have difficulty in using the English language.

College admissions officers are being handicapped because of the discontinuance by the Association of American Universities of its service as an accrediting agency. This action was taken in the belief that regional associations were filling this need. Although colleges in some sections of the country may seek accreditation through their regional associations, other areas are not served by such agencies. There is a particular problem with reference to the accreditation of colleges for Negroes since such colleges have not everywhere been included in the work of the regional associations. Another difficulty arises in that the American Association of University Women has been using the Association of American Universities' list in its accrediting procedure and must now consider some other policy.

#### CONCLUSIONS

Colleges in America are returning to a more normal situation in enrollment and in the personnel of the student body. Enrollments will probably level off at a number higher than was experienced prior to World War II. The importance of early counsel relative to admission to college is recognized by high school and college officials. Curricular changes in high school programs and changing emphases on the college level affect admission policies. Educational groups are extremely interested in Federal aid to education especially with reference to the administration of the program. Rank in class, marks received, and results of tests continue to be considered as important admissions criteria. Most colleges continue to give credit for military service and schools as recommended by *A Guide to the Evaluation of Educational Experiences in the Armed Services*. Mature students (home or foreign), who do not meet college entrance requirements or for whom credentials are not available, should be given an opportunity to clear deficiencies or to demonstrate ability to do satisfactory college work. It is hoped that some adequate solution will be found to bridge the gaps in accreditation left by the discontinuance of that function by the Association of American Universities.

# Counseling

## Report of Workshop V<sup>1</sup>

CLARICE SLUSHER

THE TERM "registrar" will refer to those officers who handle admissions, registration, records, and requirements. The registrar's office should be the focal point of the college's counseling program. The registrar is in the best position to know the entire institution from the viewpoint of the faculty, administration, students, alumni, and public without the limitations of other officers. His data on the individual and on the institution are exact and complete. His counseling situations have the psychological advantage of being normal and meeting felt needs. His contacts, both oral and written, with all groups are frequent and continuous. The triple nature of his counseling opportunity: dealing directly with individuals, supplying data for the work of others, co-ordinating and developing the institution's program—offers unlimited scope for his personal and administrative development, and gives his staff professional responsibilities. The registrar's status in this area is what he makes it. No one can take his place.

The counseling which is within the registrar's primary field of interest includes pre-college counseling, academic counseling, registration counseling, and continuous counseling looking toward vocational and personal adjustments.

### PRE-COLLEGE COUNSELING

Pre-college counseling will be considered primarily with regard to the decisions the applicant must make rather than those which the college must make.

A high school student who plans to enter college has three decisions to make: (1) he must choose a vocation or a profession, (2) he must formulate his educational objectives, and (3) he must select a college. The order in which the decisions are listed is perhaps the order in which they should be made but they are made probably with equal frequency in any other order. The choice of a college may be made, not with a view to vocational or educational objectives, but on the basis of family traditions, the enthusiasms and loyalties of friends,

<sup>1</sup> The Chairman of Workshop V was F. Taylor Jones, Registrar, Drew University.



economic considerations, or even mother's apron strings, none of which is particularly pertinent to the rational planning of an education. College experiences frequently and quite properly influence the choice of a vocation long after admission to college. Any or all of these three decisions may be unmade when the applicant first contacts the registrar's office. Sometimes the problems are not even clearly formulated and usually neither the student nor his parents are in possession of any great part of the pertinent information they should have to come to a wise conclusion. Few parents have really assimilated the idea that there can be objective knowledge about a youngster that is as valid as the intuitive evaluations and surmises of parents and friends. The good old days when the high school graduate either went to a conventional college or went to work are passing rapidly into history. Not only is the diversity of curricula in colleges and universities increasing but there are arising junior colleges with general and terminal curricula, trade and technical institutes of all levels, and a host of special schools. There are more kinds of post-high-school education and training available than most citizens realize.

The applicant to a college should have information as to its curricula, its resources, its strong departments and its weak ones, the quality of its faculty, the social structure of its student body, its religious atmosphere or lack of any, the size of classes, the degree of preoccupation of the faculty with research, the personnel services, and the housing facilities. The applicant should understand the objectives of the college and its demands on students for independence, maturity, and scholastic aptitude.

Parents and students are not clearly aware of the non-scholastic hazards of a college career. They do not realize the degree of effort required of a student, the constant pressure of work, of papers due, of examinations coming up, the necessity for alertness and a clear head, and for originality. These demand a degree of physical and mental well-being and stamina, a degree of wisdom in the use of time and energy, and a soundness of motivation rarely appreciated by either the applicant or his parents. The result is that college work is often attempted under conditions that are fatally unfavorable.

The college has a responsibility to all applicants: those who are rejected as well as those who are accepted, and even to those potential applicants who have not made application. The college takes very seriously the responsibility for selecting the student with the intel-

lectual qualifications that it believes will insure success, but it should also do everything possible to make sure that the student has chosen well as to college and as to major. Students should be encouraged to seek the advice of the college counselors. If counseling is offered it must be informed and competent. It must win the confidence of the applicant and his parents. It must serve the needs of both the prospective student and the college. If the college requires a statement of the student's reasons for selecting the college, the college must be prepared to analyze that statement and to act on the analysis.

The college's responsibility to the applicant who has been rejected is less clear. The applicant has indicated by his application that he wants further education. To whom shall this student who has been rejected turn for counsel? Perhaps he should go back to his high school counselor, but it is a rare high school that has a counselor fully competent to help him. The college is usually better equipped to recruit and train the requisite personnel and to provide the auxiliary testing service. Whether the college can stand the expense or must charge a fee for counseling, a sincere and practical interest in the rejected student is an asset to good public relations.

The inquirer who has not filed an application and who is undecided deserves careful and informed answers to his questions. This inquiring citizen should be given an unhurried interview with a responsible and informed member of the registrar's staff. A good deal of counseling can be done by letter if the letter is thoughtfully written. One admissions officer has found that a good many inquiries can be answered by form letters. His letters are carefully written, are passed around the working staff for criticisms and suggestions, are sent to proper officials for clearance, and then revised at frequent intervals. Every care is taken to see that the information is complete, up-to-date, and accurate. He attempts to foresee questions not asked in the first inquiry but which are sure to appear in the second letter. The wording of the form letter is scrutinized for ambiguities. The phrasing is as tactful and cordial as he can make it. He is convinced that a mimeographed letter can give an impression of sincere interest on the part of his office. Mature well-informed clerks at the information windows have been found to be good economy and a help in establishing confidence. The information clerk should be competent up to the point where the administrative officer or counselor must take over and the clerk must recognize at once that point when it is reached in an interview.

The registrar's office needs the services of a trained counselor if it is to accept the responsibilities outlined. This counselor should have the following qualifications:

1. He must be thoroughly familiar with the admissions rules, policies, and procedures of the college he serves.

2. He must be competent in the technique of interviewing and be able to inspire confidence and respect.

3. He must be an expert in the prediction of scholastic success. He must understand the use and interpretation of tests and he must have insight into the non-scholastic hazards.

4. He must have sufficient training as a clinical counselor to spot mental peculiarities and abnormalities, existing or potential, and estimate the probable effects.

5. He must know the principles of vocational counseling and be familiar with the resources for this service that are available to the student, though he cannot be expected to do vocational counseling except to a minor degree.

6. He must have a thorough knowledge of his own college, its resources, its objectives, its philosophy, and its demands upon the student.

7. He must be familiar with the educational resources outside his own institution and thoroughly conversant with the developing pattern of post-high-school education.

The counselor must be an integral part of the registrar's office, even if only on a part-time basis, so that he knows at all times what is going on and how the work is being done. He must not only be aware of every shift in policy but he should have some voice in determining policy. He must be very close to the responsible administrative officer and enjoy his full confidence. He should be fully competent to make final decisions in all but policy shaping cases.

An admissions counseling program should have liaison in two directions. Close contact with any high school or junior college that sends a considerable number of students will be of advantage to all concerned. As much of the pre-admission counseling as possible should be done in the school from which the applicant comes, but this is difficult for the high school or junior college unless the college actively co-operates. The admissions counselor should consider the high school and junior college counselors his colleagues and assume responsibility for some degree of leadership in the area of pre-college counseling. He must respect these colleagues and understand their problems. He

must be prepared to expend time and energy with them and his administration must provide the support necessary. In one, college high school and junior college counselors were invited for a one-day workshop. The results were gratifying to the sponsoring college. High school and junior college counselors have valuable information with reference to the applicants. These counselors have had an opportunity to observe the student's behavior and personality, and to learn something of his social and economic background. Convenient means of transmittal of confidential information should be established and assurance given that the information is valued and is used.

On the campus, the admissions counselor must have two-way relations with the other administrative offices. There must be a constant flow of information from all parts of the campus to the counselor, and this cannot take place unless the registrar's office wins the active cooperation and sympathetic understanding of all the administrative and academic officers. This can be done by giving them, in return, material they need.

In the process of counseling an applicant much valuable information concerning him will come to hand. This information should be recorded and passed on, in confidence, of course, to the dean who will be responsible for the applicant when he becomes a student. This knowledge of the individual and his background may serve to alert the dean and his counselors to potential trouble and serve as a basis for preventive action. It may give a clue to powers they can help the student develop. And if, perchance, the student gets into trouble, the information the admissions counselor gathered may be invaluable to a wise handling of the case.

The administrative pattern of each institution will determine how this co-ordination of admissions counseling with other officers can best be done. The important point is that the admissions counselor is the first line in the college student personnel organization.

#### REGISTRATION COUNSELING

Registration counseling deals with the educational program subsequent to admission. Its purpose is to evaluate the applicant's progress and scholastic success to date and to determine whether he has chosen the curriculum and major for which he is best suited. The student is introduced to the college through its orientation program which has as its purpose (1) defining the objectives of the institution, (2) describing characteristics of the institution, (3) giving information on

the personnel and staff, (4) giving information on the curricula, (5) discussing problems that will be encountered, (6) pointing out opportunities that will arise, (7) outlining techniques that may be used to overcome problems, and (8) giving sources of help. Academic counseling is primarily the function of the dean. Some registrars serve in a dual capacity in this phase of counseling but in most cases they act as co-ordinators. The registrar must have complete information as to the function of the various counselors so that the student will not get the "runaround."

The counselor should start a file for each freshman and it should be maintained throughout the period of residence at the college. This file should include information on previous school training, family life, health record, test scores, scholastic records, copies of letters to the student or his parents, and notes made after an interview with the student.

Counseling for each semester should be begun by the middle of the previous term. Counselors should not have so large a number of counselees that they cannot give adequate time and consideration to the problems of each individual. Students with fixed programs can be handled by fewer counselors. Counselors must be aware of the aids to counseling, such as testing procedures for determining scholastic and vocational aptitudes. Some colleges have prepared advisory manuals containing general information, test information, and reference material for the use of staff members. The counselor must be fully aware of the offerings of his institution and its organization and personnel, and know where to send the student for further help from other staff members.

Each student should have the assistance of a faculty counselor throughout the entire four years of his college career. The counselor should maintain regular office hours and should be charged with definite responsibilities, such as the approval of the student's study program for each semester. The counselor should be aware of the student's scholastic deficiencies, should find the causes, and endeavor to help correct them.

#### CONTINUOUS COUNSELING

The topic "continuous counseling" implies an activity, or service to the student, which is not consummated at any one time in the progress of the student through college. It assumes a relationship



which has already been established and which is to be extended throughout the period of attendance and includes a follow-up of graduates for use by the counselor in understanding the outcomes of the institution's programs. All students need assistance (1) in solving personal problems, (2) in understanding themselves, (3) in learning more about conditions they will meet in the future, and (4) in learning desirable procedures for solving their own difficulties.

A most important question in the area of continuous counseling has to do with the assembling and making available to each student of up-to-date information as to where his four years of undergraduate training will lead him. Occupational information of a really meaningful nature is needed. The 1949 National Teacher Supply and Demand Study by Dr. Ray C. Maul, Dean and Registrar, Kansas State Teachers College, is an example of what has been done in the teacher education field in the way of supplying exact data on vocational opportunities.

#### SUMMARY

The registrar has a responsibility in counseling: to help the student find and take advantage of all of the institution's facilities; to clarify, systematize, and relate the various counseling services; and to supply a major part of the factual data required by these services.

# Office Procedures

## Report of Workshop VI<sup>1</sup>

MARY ANNA ROBERTSON WALKER

THE procedures in the Registrar's Office cover a wide range of problems. The material for consideration by Workshop VI was limited to those topics which were of greatest importance to the largest number of members of the Workshop Group: Personnel Administration, Practical Techniques & Procedures for Managing the Work Load, and Flow of Work through the Office.

### A. PERSONNEL ADMINISTRATION

#### *Selection of Personnel*

The smooth handling of details in the collegiate registrar's office requires adequate and efficient personnel. The obtaining and retaining of adequate and efficient personnel presents a problem for the registrar.

Suitable employees are generally obtained by recommendations from the traditional sources: Non-academic employment or personnel office; Personnel Dean's office, particularly for student help; other campus offices through the avenue of promotion; Civil Service lists; former employees, and employees of the registrar's office. Representatives of several institutions reported the use of the clerical aptitude test, the shorthand-typewriting test, the general intelligence test, and the Essentials of English test as satisfactory employment techniques. The representative of one institution suggested that recommendations from high school commercial teachers prove particularly helpful in obtaining suitable employees.

Generally, students are used as part-time assistants or as assistants during peak work periods. Subsequent to graduation, former student assistants are often recruited for full time employment. Only two institutions represented in the Workshop have discontinued the use of student help.

#### *Indoctrination of New Full-Time Employees*

Manuals describing in detail office procedures and job descriptions

<sup>1</sup>Workshop VI operated under the chairmanship of Ralph Prator, Registrar, University of Colorado.

are used in several institutions. As a part of indoctrination, the manuals are read by new employees (during the office hours) to give a correlated picture of the office. Upon completion of the study of the manual, the portion of the manual dealing with the new employee's work is given to him as written directions for the clerical operations he is expected to perform.

#### *Probationary Employment Period*

The probationary employment period for new personnel varies in institutions from three months to one year.

#### *Vacations and Sick Leave*

Employees in the office of the registrar are generally on a twelve month continuing job basis with vacations ranging from two weeks to one month and formal sick leave allowance ranging from 15 days each year to a maximum of 24 days of accumulated leave. All institutions represented in the Workshop give vacation priority to senior employees.

#### *Salary Schedule*

The minimum and maximum annual beginning salaries for clerical assistants, as reported in the Workshop, are \$1,380 and \$2,220 respectively.

#### *Work Week*

Approximately two-thirds of the institutions represented at the Workshop reported either a 40 or 44 hour work week; one-third, a work week of less than 40 hours per week. Approximately 20 per cent of the institutions represented compensate for overtime with compensatory time off. One institution reported the satisfactory and effective use of a time clock by employees in the registrar's office as a means for handling the time and overtime. The time clock was reported to be a device which has furthered rather than destroyed office morale. The Business Office in the reporting institution will soon adopt the use of a time clock.

#### *Rest Periods*

Approximately 20 per cent of the institutions represented allow 15 minute rest periods twice daily.

### *Allocation of Responsibility and Its Inter-Relationships*

In general, heads of departments and their helpers have definitely assigned duties. This allocating of duties sometimes results in employee cliques within the registrar's office. A member of the Workshop suggested as a solution to this problem regular meetings of the office staff during working hours for the purpose of allowing each section of the office to explain its duties and procedures to the staff.

#### B. PRACTICAL TECHNIQUES AND PROCEDURES FOR MANAGING THE WORK LOAD

##### *Form Letters*

Printed standard letters, standard answer booklets, or duplicated letters of some type are in general use by institutions represented at the Workshop.

##### *Filing Materials*

Materials in the registrar's office are filed in various alphabetical and numerical categories in the various institutions. In order to avoid the misplacing of information, institutions generally allocate all filing to the filing clerk and her assistants.

Materials drawn from the files by employees of the office should be signed for on "out cards." In several institutions only the file clerk and her assistants may refile. Several institutions reported the general practice of requiring all academic records to be in place at the end of the work day.

Only five of the institutions represented in the Workshop permit other institutional offices to take student permanent records from the registrar's office; others represented do not permit permanent records to be taken from the office. The majority of institutions represented in the Workshop furnish photostat prints of student records to Deans and advisers. This decreases the request for use of student records outside the registrar's office.

##### *Storage*

Storage space constitutes a real problem for the registrar. Because of the acuteness of this problem the Workshop strongly recommended to the Executive Committee that a study be undertaken which will point out the possibilities of the micro-card versus the micro-film in solving the storage problem. Specific attention was called to an

article appearing in a recent issue of COLLEGE AND UNIVERSITY dealing with the use of micro-cards in the registrar's office.

### *Control Systems*

#### a. Time Schedules

A majority of the institutions represented in the Workshop have deadlines for submission of applications and deadlines for submission of grades by instructors. Not a single institution has evolved a perfect system for eliminating late grades. The techniques most frequently used are (1) reporting of missing grades to dean, (2) reporting of missing grades to dean and President and (3) withholding of salary check. A technique used effectively by one institution requires that grade reports be made out immediately after the deadline date. Grades which are not in on time are indicated on the report as "missing grade." Students are advised to call or write the instructor concerned. The administration of the institution expects the instructor to supply the missing grade to both the student and the registrar's office.

#### b. Supply Control

In order to solve the problem of last minute dilemmas concerning supplies which have been exhausted as a result of "dipping in" by various people, several institutions represented allocate supply control to one person who prepares all forms, files sample forms, orders all forms and stores all forms. This technique makes it possible for warnings to be given ahead of time so that forms may be studied or revised in advance of ordering.

### *Afternoon Session*

At the beginning of the afternoon session the Workshop considered the problem of professional ethics. The members of Workshop VI recommended to the Executive Committee that a discussion of "Ethics of the Profession" (or a similar title) be included as a formal part of the program for the 1950 Convention. This might be limited to a discussion of general policies or a specific code might be considered, including such items as (1) the individual's record is a personal record and should be made available to others only upon the written consent of the student or (2) a transcript should include all information in an understandable form which is needed by the institution which receives the transcript.



### C. FLOW OF WORK THROUGH THE REGISTRAR'S OFFICE

A representative of a university having fewer than 1,500 students described in some detail the flow of work through the registrar's office. Questions from the floor augmented the description with the result that the differences in procedures followed by large and small institutions were emphasized. The discussion was general enough to be inclusive of the whole area and at the same time specific enough to give practical assistance to all participating.

## Records and Their Uses

### Report of Workshop VII<sup>1</sup>

MARIAN WILLIAMS

**A**N EDUCATIONAL institution operating without records is like a pilot flying without the aid of instruments. It may think it knows where it is going and be confident it is proceeding toward its objective, but without records it cannot be certain that is the case.

If the administrative officers do not know how many students are being taught, where they come from, what courses they are electing, and how they are getting along in those courses, they cannot determine whether they are serving the people for whom their institution was organized and they are unable to measure either the quantity or quality of that service. The registrar must be able to recognize those records by which the institution and the students can be served most effectively, he must assert his rights for guardianship over those records which are most intelligible if under his care, and he must examine these records thoroughly for information which will be of use in interpreting the educational activities of the institution.

Many kinds of records are important to the successful operation of an institution and some of the most valuable of these should be in the custody of the registrar. The uses made of these records may mean the success or failure of an institution and it is the duty of the registrar to see that records are adequate and that they are interpreted correctly. Two major problems confronting the registrar in connection with records are, then, the kind of records he shall have in his charge and the uses that shall be made of them. Through careful selection of material to be recorded, he can have a fund of information of inestimable value at his command. Through intelligent reports, he can help direct the administrative policies and broaden the educational horizons of his institution.

Almost twenty-five years ago, Dr. Charles H. Judd of the University of Chicago, in speaking before the registrars, said, "It strikes me also that you are in a very strategic position, with the university and college records in your hands, to become the really active center for

<sup>1</sup> Workshop Number VII functioned under the chairmanship of Mr. James K. Hitt, Registrar, University of Kansas.

the injection into our college administration of a body of information and a type of information that would bring to the attention of our faculties the kind of information, the kind of reports that would make possible a very great transformation in college administration, and that to the immediate advantage of students who have got to be carefully selected and carefully placed in their life's calling." During the twenty-five years since Dr. Judd presented this challenge, educational institutions have expanded and organizations have become more complex so that today, more than ever before, it is important that the registrar keep and interpret those records which will make the greatest contribution to the intelligent operation and correct understanding of his institution.

If the registrar is also the admissions officer, his initial contact with the student comes at the time of application for admission. He is responsible for deciding what information shall be requested from the student and must determine the use to be made of the material. In addition to the regular transcript of record, he should collect any information concerning the personal characteristics and social background of the student which will have a bearing upon his opportunity for success in college. These facts should be made available to any college officer who is in a position to influence the student's educational program. This part of the record should be separated from the academic portion of the record and should be discarded as soon as it becomes valueless with respect to the potential improvement of the academic achievement of the student or the more intelligent selection of future candidates for admission. If the registrar is not the admissions officer, the closest possible co-operation should exist between the admissions and registrar's offices and records should be available to both whenever possible.

Veteran students admitted to the institution need special types of records in addition to the usual academic data. The amount of information on file concerning the veteran has, in many instances, necessitated the establishment of separate veterans' offices to handle these additional records. With the rapid decrease in the number of veterans in attendance, registrars will need to decide in the near future whether these records shall be absorbed in their offices or whether they may continue to be located elsewhere more effectively. These records are closely related to the regular academic report and should become a

part of the registrar's office if this centralization will add to the effectiveness of the educational program of the college.

Although at the present time the registrar's contact with Selective Service is largely restricted to statement of fact concerning student status, the registrar must be prepared to supply all necessary information if a draft is made on an age group normally attending college. His records must be so organized that complete and accurate information can be supplied within a short period of time.

Records of student activities, honors, and honor organizations are important and should be kept in the registrar's office unless there is a separate personnel division. Notations concerning honors and honor organizations should appear on the permanent academic record and should be a part of the official transcript. Information concerning student activities may be recorded on the permanent academic record and may be a part of the transcript. If it is not so recorded, it should be readily available to authorized agents who desire information beyond that carried on the academic record. Whether or not academic probation status should appear on the official transcript is debatable, although it is usually recorded.

Registrars must be on the alert to be sure that courses appearing on the transcript are not misinterpreted. In connection with teacher certification, some states require a transcript of student record in lieu of completion of a detailed form and thereby transfer the burden of transcription and interpretation to the State Department of Public Instruction. This practice should be encouraged. The recommendation of the student's fitness for the teaching profession must come from the person responsible for teacher training. The signature of the registrar on the teacher's certification blank guarantees the accuracy of the academic entries, and he must make certain that transcripts are prepared carefully and are completely understandable.

Records for work elected through extension classes or correspondence study are not always an active part of the registrar's records. In some instances the extent and nature of the activity for which the extension division is responsible makes it advisable for the extension office to assume responsibility for the records as long as they are active. Wherever possible, active extension records should be a part of the registrar's collection and where this is not possible, the registrar should have easy access to them and should be responsible for their

interpretation. Regardless of the location of the active extension record, the registrar should assume responsibility for the permanent custody of all necessary data concerning elections and grades of matriculated and nonmatriculated students who take courses under the extension plan.

In fulfilling his duty as record keeper, the registrar must make certain he is maintaining the records in accordance with faculty rules and regulations. He may or may not act as secretary to all academic ruling bodies, but he must be informed of any changes affecting the student record. Almost inevitably another set of records, that of faculty rules and regulations, must be added to his documents. Academic rules are usually subject to broad interpretations that lead to strict or lenient enforcement. The integrity of an institution depends in large part upon common rules interpreted, understood, and applied with reasonable uniformity by all. As custodian of these records, the registrar is in a strategic position to call attention to conflicts between present and proposed regulations and to direct new legislation along lines which ensure smoother operation and increased benefit to the institution.

Although it is extremely important that the registrar assume the responsibility for selecting and maintaining those records which contain the most important factual information, he has met only a part of his obligation unless these records are used to interpret the educational activities of his institution. Enrollment records should be used to measure the demand for the educational service of the institution and to determine the areas in which some adjustment should be made. Distributions should be prepared according to full-time equivalent enrollments and should be shown by school or college within the institution to serve as a partial check on the adequacy of teaching staff and facilities. Registration reports should be made by class and according to new admissions from high school and those from college to aid in predicting future enrollments, and by fields of specialization for upperclass and graduate students to plan for personnel and facilities necessary for instruction at those levels. Enrollments should be grouped according to geographical location to determine whether the areas it is desired to serve are being reached. Veteran status and G.I. eligibility time of the veteran student population should be studied as an aid to predicting future income and enrollments. The number of married students and the total number of men and of women should be



reported to help in the formulation of adequate housing plans. Distributions by religious affiliation should be made to allow the institution to offer all possible assistance to those concerned with directing religious activities.

Statistical studies should be prepared showing the predictive value of high-school grades in relation to success in our institutions. If freshman testing programs are given, the correlation between results in these tests and scholastic achievement at the college level should be determined. Comparisons between the records of students who entered, those of students admitted but not entering, and those of students refused admission should be examined. The causes of failure should be investigated and careful consideration should be given to all possible ways in which failure may be avoided. Rates and causes of withdrawal should be determined, with a view to reducing the rates and eliminating the causes of these departures.

The correlation between the recommendation of the principal and the success in college of graduates of his high school, the correlation between personal data shown on the application blank and the academic achievement of the student, the correlation between rank in the high-school graduating class and subsequent scholastic performance in college should be determined and future applications for admission should be reviewed with these results in mind. The registrar must be alertly watchful lest his admission policy become static as he deals with constantly shifting circumstances among those seeking admission. Through the records he can determine those instruments upon which he may lean with confidence and those upon which no dependence can be placed.

The registrar should assist the high school or college to evaluate its service through the return of records from his institution showing academic achievement of high-school graduates and success of transfers from other institutions of college level.

Correct information concerning student-faculty ratios and faculty load for individuals and departments is important to the successful operation of the institution. The registrar should assume responsibility for the preparation of these reports unless other provision has been made. Grade distributions for each faculty member compared with those for the department should be prepared under the direction of the registrar and they should be distributed to the administrative officers and faculty. The registrar should act as a reporting agent only

and need not be concerned with control of the grade distribution. Charts showing the scholastic average of each freshman in relation to averages for the entire freshman class should be prepared. Studies showing the extent and causes of failure should be made available to the academic counselor. Scholarship charts showing comparative averages for organizations and residence hall groups should be used to motivate the student toward maximum achievement in courses he elects. The student should be encouraged to widen his educational horizons wherever possible. It is the duty of the registrar to examine the record of elections frequently and to acquaint the faculty with the election patterns of students, in order that program revisions may be required if this seems advisable.

Information concerning the educational activities of the institution should be given to the press at any time when its publication will enable the people to understand the extent or quality of service being offered. It is generally agreed that any authorized agent is entitled to access to the records of any student if the examination of them will increase the student's chance for academic success or will lead to the recognition of his outstanding achievement. Every precaution should be taken to see that use of the records is granted by a member of the staff who is qualified to judge whether any confidence would be violated by making them available.

Records for graduates should be accessible to placement officers and potential employers and it is the duty of the registrar to see that they are correctly interpreted. He should study the kinds and levels of degrees granted, relate their number to the enrollment, and compare them with degrees granted at other institutions. These studies should be presented to the administrative officers and to the publicity director in order that the data may be used in estimating and reporting the educational success of the institution.

From the time students are admitted until they are graduated, the registrar may think he has selected his students wisely, he may feel confident they are participating in their educational experience fully, he may believe his institution is functioning effectively but, unless he maintains adequate records and examines them intelligently, he is only guessing.

# The Registrar in Administration

## Report of Workshop VIII<sup>1</sup>

EMMA E. DETERS

THE FUNCTIONS of a registrar depend largely on the educational plans and policies of the institution of which he is a member, and the practice in administrative organization. These vary widely among American colleges and universities. Consequently, we can neither fix nor define these functions. Fundamental similarities do exist in spite of the differences, but, basically, efficient and harmonious administration depend on the personal qualities of the registrar and his reaction to the problems which he meets.

### THE REGISTRAR—A POLICY-MAKING OFFICER

Since the registrar's office is a crossroads for students, faculty, high school groups and the general public, it is an integral part of the whole picture of the institution. Almost all registrars have at their disposal a mass of factual data which when compared, analyzed and interpreted would provide the administration with information on prediction and control. It facilitates studies and contributes information which may lead to the establishment of new policies or revisions in the old.

Unlike the dean of a school whose chief responsibility is to his own division, the registrar is one of the few administrative officers who view the over-all picture of the institution and are in a strategic position to make suggestions beneficial to the institution as a whole. Areas in which the registrar usually does not function would be in business matters, in determining the size of classes, faculty load and student control.

To function effectively the registrar should be a ranking member of the faculty and as such should have a vote. In many institutions he is its secretary. If there is a policy-making body or Senate, he should be a member of it.

Since there is a definite trend in the direction of faculty participa-

<sup>1</sup> Workshop Number VIII operated under the chairmanship of George W. Rosenlof, Registrar, University Examiner, Director of Admissions, and Secretary of the Faculties, University of Nebraska.

tion in academic matters, it is desirable that the faculty be informed on points with which the registrar, because of his wide experience and knowledge of current educational practice, is acquainted. At times it is important for the registrar to take the initiative in the matter of formulating a policy because frequently faculty members are conservative and not too anxious to change if the old way will do. Policies regarding admission requirements, changes in requirements for degrees and G.E.D. tests are illustrative of matters of policy in which the registrar might well bring in recommendations for faculty consideration.

#### THE REGISTRAR—THE PROTECTOR OF ACADEMIC STANDARDS

It is the responsibility of the faculty to determine the educational requirements for degrees, but it is the function of the registrar's office to see that the requirements are fulfilled. The extent to which the registrar checks eligibility for degrees varies widely. The typical pattern is for the registrar's office to check general requirements such as quantity, quality and residence requirements and leave the checking of the curricular requirements for a given college to the dean. In some instances this responsibility is delegated to the registrar by the dean. At the level of the doctorate the registrar depends upon departments to inform him if the student has met requirements in addition to the formal courses which will appear on the student's record.

When an error occurs, it is important that the benefit of doubt should more often than not be given the student, especially when he fails to meet a minor requirement but has otherwise demonstrated academic competence.

#### THE REGISTRAR—AN ACCREDITING AGENT

The recent discontinuance by the Association of American Universities of its accreditation policy caused considerable apprehension in American colleges and universities. The question arose as to what group would assume this responsibility. Will the American Association of Collegiate Registrars and Admissions Officers take up the problem? This association is not and has no desire to be an accrediting agency. Through its Committee on Special Projects a report is published which tells what each state does with credentials within its borders. An outstanding institution in each state furnishes information for the use of others. There is no compulsion to follow the procedure

of the reporting institution. What procedure should the registrar follow in the admission of students from approximately 700 colleges which are not on any accredited list? If the registrar is open-minded he may admit a student on a tentative basis, withholding credit until the student demonstrates his ability to do acceptable college work. To the extent to which the registrar or admissions officer acts on the individual record of a student with respect to the institution from which he comes, he acts in the capacity of an accrediting agent.

#### THE REGISTRAR—THE INTERPRETER OF RULES AND REGULATIONS

It is the obligation of the registrar, in terms of his official duty to his institution, to enforce all rules and regulations for which he is responsible, even though he has had no part in their making. It is incumbent upon him to note the effect of changes in requirements, or difficulties encountered in their administration, and to recommend revisions in standards if they are impossible to administer. To have a committee—standing or temporary—to which students may appeal from an arbitrary decision, is very helpful. The function of this committee might very properly be to break rules intelligently.

#### THE REGISTRAR'S OFFICE IN RELATION TO OTHER ADMINISTRATIVE OFFICERS

There is a close relationship between the office of the registrar and other administrative personnel and faculty. It will of necessity be unique with every institution. The primary function of every registrar's office is to iron out difficulties and establish effective relationships to the end that the best interests of the whole institution will be served.



# The Question Box

W. L. MAYER

## INTRODUCTION

IN PLANNING for the Question Box meeting of the National Convention at Columbus, so many questions were submitted which required a "YES" or "NO" answer that it was thought best to include them in a questionnaire. This was done and the questions were distributed to and answered by those in attendance at the annual meeting.

A few words of explanation should be made to those interested in the results. Due to lack of time, no careful editing of the questions was undertaken. Questions included were those actually received from Ohio and adjoining states.

At this point, it should be stated that the tabulation of this questionnaire was made possible by the earnest efforts of about fifty members who labored into the early morning hours to complete the tabulation in time to be of use during the convention.

The totals are not uniform because participants were requested to omit questions which in their judgment could not be answered for their institutions by "YES" or "NO". Also, a number of individuals failed to indicate if their institutions were "Public" or "Private" and these institutions were omitted in the tabulation of these classifications.

In tabulating the results, institutions were divided as to size and means of support. In size the classification was as follows:

- "A"—Institutions with enrollments of 2,000 or less
- "B"—Institutions with enrollments between 2,001 and 5,000
- "C"—Institutions with enrollments between 5,001 and 10,000
- "D"—Institutions with enrollments above 10,000

Only two divisions were made under means of support:

- "Pu"—for Public Institutions
- "Pr"—for Private Institutions. Denominational schools were included under this classification.

In the tabulation of results following each question, the letters A, B, C, D, Pu, Pr, are followed by "Y" (yes) and "N" (no) with the number of institutions answering "YES" and "NO". For example, after question one appears the following:

AY 106, AN 31; BY 33, BN 9; etc.

This means that one hundred and six institutions with 2,000 or less enrollment answered "YES" to the question, while thirty-one answered "NO". For institutions with enrollments between 2,001 and 5,000, thirty-three answered "YES" and nine answered "NO", etc.

### *The Questionnaire*

#### DOES YOUR INSTITUTION—

1. Accept a high school record with the principal's signature initialed to indicate it was signed by someone else?  
AY 106, AN 31; BY 33, BN 9; CY 21, CN 6; DY 24, DN 3; PuY 69, PuN 16; PrY 108, PrN 32.
2. Permit a student some form of temporary registration before the arrival of his credentials?  
AY 95, AN 42; BY 23, BN 14; CY 18, CN 9; DY 18, DN 11; PuY 63, PuN 23; PrY 84, PrN 57
3. Require an entrance credit in plane geometry for candidates for a B.A. (or A.B.) degree?  
AY 44, AN 85; BY 12, BN 28; CY 8, CN 18; DY 8, DN 19; PuY 18, PuN 64; PrY 53, PrN 77
4. Admit students who are scholastically in the lowest third of the high school senior class?  
AY 73, AN 57; BY 20, BN 21; CY 15, CN 12; DY 13, DN 18; PuY 60, PuN 75; PrY 55, PrN 79
5. (For those who answered "yes" in number 4) Provide special instruction for this group?  
AY 29, AN 48; BY 4, BN 19; CY 7, CN 8; DY 5, DN 9; PuY 20, PuN 41; PrY 24, PrN 38
6. Admit a student "on trial" without examinations or high school diploma?  
AY 11, AN 129; BY 6, BN 36; CY 4, CN 21; DY 4, DN 23; PuY 13, PuN 71; PrY 11, PrN 130
7. Require all admission materials before formally admitting a student?  
AY 106, AN 36; BY 34, BN 9; CY 20, CN 7; DY 24, DN 5; PuY 58, PuN 25; PrY 118, PrN 30
8. (For state supported institutions only) Have the same entrance standards for in-state and out-of-state applicants?  
AY 24, AN 5; BY 12, BN 7; CY 10, CN 8; DY 4, DN 12; PuY 446, PuN 31; PrY 3 PrN
9. Require a personal interview before approving an applicant for admission?  
AY 16, AN 123; BY 4, BN 39; CY 2, CN 26; DY 2, DN 29; PuY 1, PuN 86; PrY 22, PrN 123
10. Require a photograph of the applicant before approving his admission?  
AY 59, AN 83; BY 15, BN 29; CY 6, CN 21; DY 6, DN 25; PuY 8, PuN 79; PrY 71, PrN 77
11. Notify the high school (or preparatory school) when a student's application has been approved?  
AY 20, AN 118; BY 6, BN 37; CY 2, CN 25; DY 4, DN 24; PuY 4, PuN 82; PrY 21, PrN 120
12. Use a standard high school transcript form prepared for use by all the colleges in your state?

- AY 54, AN 87; BY 14, BN 27; CY 13, CN 15; DY 14, DN 14; PuY 35, PuN 51; PrY 56, PrN 86
13. Require a transcript directly from each college a prospective transfer student may have previously attended? (Answer "NO" if you accept a copy made by another institution.)  
AY 86, AN 57; BY 26, BN 17; CY 19, CN 9; DY 23, DN 8; PuY 52, PuN 35; PrY 88, PrN 60
14. Accept transfer students from institutions not accredited by the proper state accrediting agency?  
AY 40, AN 94; BY 14, BN 28; CY 7, CN 18; DY 7, DN 23; PuY 24, PuN 59; PrY 41, PrN 96
15. Accept transfer students from institutions not accredited by the proper regional accrediting agency?  
AY 82, AN 40; BY 23, BN 17; CY 11, CN 15; DY 18, DN 15; PuY 50, PuN 30; PrY 72, PrN 56
16. Return to an unaccepted student his official transcript if the student had it in his possession previously?  
AY 87, AN 46; BY 34, BN 10; CY 17, CN 9; DY 12, DN 19; PuY 55, PuN 31; PrY 85, PrN 54
17. Return to an unaccepted student his official transcript if the student *did not* have it in his possession previously?  
AY 8, AN 132; BY 7, BN 37; CY 4, CN 22; DY 2, DN 28; PuY 13, PuN 72; PrY 7, PrN 139
18. Admit immediately a student from another institution who, because of scholastic difficulties only, has been denied readmission for one or more terms or semesters?  
AY 25, AN 109; BY 5, BN 38; CY 2, CN 24; DY 1, DN 29; PuY 12, PuN 73; PrY 19, PrN 117
19. Allow credit from another institution only on a "credit" or "C" basis?  
AY 80, AN 59; BY 22, BN 19; CY 19, CN 9; DY 21, DN 10; PuY 40, PuN 44; PrY 95, PrN 50
20. Allow the grades earned at another institution with quality or honor points as if the credit had been earned at your institution?  
AY 79, AN 63; BY 16, BN 23; CY 12, CN 14; DY 9, DN 20; PuY 40, PuN 43; PrY 67, PrN 76
21. Allow transfer credit for courses passed with a "D" grade (lowest passing grade)?  
AY 51, AN 86; BY 19, BN 24; CY 12, CN 15; DY 13, DN 17; PuY 50, PuN 36; PrY 39, PrN 101
22. Admit veterans who have passed (with any standard your institution may have set) the high school GED Tests regardless of previous high school training (or lack of it)?  
AY 83, AN 43; BY 24, BN 18; CY 16, CN 12; DY 17, DN 12; PuY 66, PuN 19; PrY 69, PrN 59
23. Allow college credit to veterans who have passed (with any standard your institution may have set) the college level GED Tests?  
AY 48, AN 78; BY 13, BN 30; CY 8, CN 18; DY 7, DN 21; PuY 25, PuN 45; PrY 38, PrN 79
24. Allow college credit for military service schools in accordance with the recommendation of the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services, if such credit can be used in the student's curriculum?

- AY 118, AN 10; BY 41, BN 3; CY 26, CN 2; DY 20, DN 1; PuY 69, PuN 1; PrY 110, PrN 10
25. Have teachers report students' grades on sheets including the names of students in one or more classes?  
AY 91, AN 47; BY 20, BN 22; CY 16, CN 9; DY 19, DN 11; PuY 39, PuN 31; PrY 82, PrN 45
26. Have teachers report students' grades on individual cards (a card for each student in each course)?  
AY 86, AN 50; BY 30, BN 12; CY 14, CN 12; DY 13, DN 18; PuY 46, PuN 25; PrY 75, PrN 54
27. Require all members of the faculty to be available to assist in registration procedures? (This includes counseling with students, arranging student schedules, class sections and all items incidental to getting ready to attend classes.)  
AY 107, AN 34; BY 27, BN 16; CY 19, CN 9; DY 12, DN 18; PuY 47, PuN 33; PrY 88, PrN 43
28. Require a special fee for evaluating college transcripts?  
AY 3, AN 140; BY 3, BN 41; CY 2, CN 26; DY 4, DN 27; PuY 2, PuN 70; PrY 8, PrN 125
29. Refund or credit a student with this evaluation fee if he enters the institution?  
AY 2, AN 28, BY 2, BN 11; CY —, CN 10; DY 1, DN 11; PuY —, PuN 25; PrY 4, PrN 28
30. Have job descriptions for each position in the Registration and/or Admissions Office?  
AY 43, AN 85; BY 19, BN 19; CY 13, CN 14; DY 17, DN 14; PuY 35, PuN 29; PrY 38, PrN 82
31. Have grades reported by letters?  
AY 134, AN 10; BY 42, BN 1; CY 27, CN 1; DY 30, DN 2; PuY 72, PuN 1; PrY 124, PrN 9
32. Have grades reported by percentage figures?  
AY 4, AN 141; BY 1, BN 43; CY 1, CN 27; DY 2, DN 30; PuY —, PuN 73, PrY 4, PrN 130
33. Send mid-term reports to all parents?  
AY 44, AN 93; BY 11, BN 32; CY 2, CN 25; DY 3, DN 27; PuY 9, PuN 61; PrY 44, PrN 82
34. Send mid-term reports only to parents of students who have one or more failures?  
AY 48, AN 69; BY 14, BN 21; CY 10, CN 14; DY 7, DN 21; PuY 21, PuN 42; PrY 42, PrN 69
35. Allow students to register on the basis of "first come first served"?  
AY 44, AN 91; BY 10, BN 30; CY 3, CN 23; DY 11, DN 20; PuY 23, PuN 45; PrY 35, PrN 92
36. Allow students priority in registration based on classes (Fr., Soph., Jun., Sen.)?  
AY 64, AN 62; BY 20, BN 20; CY 10, CN 16; DY 15, DN 14; PuY 25, PuN 44; PrY 68, PrN 49
37. Allow students priority in registration based on alphabetical divisions?  
AY 40, AN 88; BY 13, BN 24; CY 13, CN 13; DY 16, DN 13; PuY 31, PuN 37; PrY 41, PrN 77
38. Issue an official transcript to the student?  
AY 84, AN 54; BY 25, BN 18; CY 19, CN 9; DY 19, DN 11; PuY 51, PuN 20; PrY 68, PrN 63
39. Issue a photostated transcript whereon the signature of the official has also been included in the photostat?

- AY 16, AN 102; BY 15, BN 25; CY 11, CN 15; DY 8, DN 18; PuY 22, PuN 48; PrY 27, PrN 85
40. Accept a transcript as described in question 39 if it has the original seal imprinted?  
AY 108, AN 30; BY 36, BN 7; CY 23, CN 5; DY 22, DN 9; PuY 61, PuN 10; PrY 97, PrN 29
41. Accept a transcript as described in question 39 if it has no seal imprint?  
AY 3, AN 130; BY 4, BN 38; CY 8, CN 20; DY 6, DN 25; PuY 9, PuN 61; PrY 5, PrN 120
42. Require transcript fees to be paid in advance?  
AY 53, AN 88; BY 19, BN 25; CY 11, CN 17; DY 16, DN 14; PuY 36, PuN 36; PrY 52, PrN 78
43. Include on a transcript all information regarding dismissal, probation and other major items relative to student's status?  
AY 110, AN 30; BY 33, BN 10; CY 21, CN 7; DY 27, DN 4; PuY 56, PuN 14; PrY 106, PrN 25
44. Issue transcripts for students on probation or dismissed?  
AY 129, AN 10, BY 43, BN —, CY 26, CN 2; DY 31, DN —, PuY 69, PuN 1; PrY 125, PrN 5
45. Issue a transcript which gives complete and accurate information concerning the credits and grades a student may have earned previously at another institution?  
AY 88, AN 51; BY 21, BN 20; CY 15, CN 13; DY 24, DN 8; PuY 39, PuN 31; PrY 75, PrN 55
46. Issue transcripts to students who owe accounts not officially deferred?  
AY 4, AN 141; BY —, BN 45; CY 1, CN 27; DY —, DN 32; PuY 1, PuN 72; PrY 3, PrN 131
47. Require permission from a student before sending or showing his record to individuals not connected with the college or who are not government or state officials entitled to such information?  
AY 82, AN 59; BY 25, BN 16; CY 18, CN 9; DY 22, DN 9; PuY 43, PuN 25; PrY 82, PrN 47
48. Place a photograph of the student on his permanent record?  
AY 53, AN 97; BY 15, BN 29; CY 6, CN 22; DY 5, DN 26; PuY 19, PuN 52, PrY 49, PrN 83
49. Permit students to work with permanent records to secure fraternity or society averages or ratings?  
AY 25, AN 113; BY 6, BN 38; CY 3, CN 25; DY 7, DN 24; PuY 14, PuN 56; PrY 14, PrN 117
50. Have a system which requires records to be reorganized or retyped after a student graduates?  
AY 11, AN 131; BY —, BN 42; CY —, CN 27; DY —, DN 31; PuY —, PuN 71; PrY 8, PrN 123
51. Place on the permanent record courses failed at a previously attended college?  
AY 76, AN 66; BY 18, BN 24; CY 13, CN 15; DY 7, DN 24; PuY 33, PuN 38; PrY 61, PrN 71
52. Penalize a student for failures received at a previously attended college if your institution has a quality or honor point system?  
AY 35, AN 69; BY 13, BN 18; CY 9, CN 11; DY 10, DN 13; PuY 27, PuN 29; PrY 30, PrN 57
53. Record on the permanent record class absences or quality points lost by class absences?



- AY 42, AN 95; BY 7, BN 34; CY 4, CN 24; DY 2, DN 28; PuY 12, PuN 60; PrY 32, PrN 89
54. Consider all work taken at the institution in determining a student's eligibility for graduation even though the student has changed curricula? (Explanatory example—if a student registered in "X" major made a poor record and then transferred to "Y" major, would he have to overcome the poor record made in "X," where qualitative standards are used, even though he cannot use the work towards graduation?)  
AY 94, AN 33; BY 33, BN 68; CY 18, CN 9; DY 21, DN 25; PuY 49, PuN 21; PrY 93, PrN 22
55. Permit a graduate to be absent from commencement without a reasonable excuse and then give him the diploma without any penalty?  
AY 16, AN 123; BY 13, BN 31; CY 9, CN 19; DY 11, DN 20; PuY 20, PuN 55; PrY 21, PrN 104
56. Grant baccalaureate degrees in absentia for justifiable reasons?  
AY 113, AN 14; BY 35, BN 4; CY 27, CN 0; DY 28, DN 3; PuY 60, PuN 5; PrY 106, PrN 11
57. Grant master's degrees in absentia for justifiable reasons?  
AY 28, AN 10; BY 28, BN 4; CY 24, CN 3; DY 25, DN 5; PuY 38, PuN 7; PrY 49, PrN 13
58. Grant doctor's degrees in absentia for justifiable reasons?  
AY 3, AN 9; BY 8, BN 7; CY 12, CN 4; DY 16, DN 11; PuY 14, PuN 11; PrY 15; PrN 16
59. Permit undergraduate students to audit courses they have not previously passed?  
AY 98, AN 36; BY 30, BN 9; CY 20, CN 8; DY 20, DN 11; PuY 51, PuN 18; PrY 89, PrN 34
60. Permit a student auditing a course to take the final examination and then obtain credit. (Answer this question only if you answer "yes" on previous question.)  
AY 4, AN 110; BY 3, BN 32; CY 1, CN 21; DY 0, DN 25; PuY 3, PuN 58; PrY 3, PrN 100
61. Permit a student to re-take a course previously passed for the purpose of obtaining a higher grade and substitute this higher grade to raise his scholastic standing?  
AY 93, AN 46; BY 30, BN 14; CY 12, CN 15; DY 20, DN 11; PuY 55, PuN 17; PrY 73, PrN 55
62. Use microfilms to preserve records?  
AY 15, AN 126; BY 13, BN 31; CY 4, CN 23; DY 9, DN 22; PuY 17, PuN 58; PrY 15, PrN 111
63. Have an office handbook for the personnel in the admissions and records offices?  
AY 26, AN 114; BY 12, BN 29; CY 6, CN 22; DY 9, DN 19; PuY 21, PuN 52; PrY 25, PrN 99
64. Use IBM equipment for registration activities?  
AY 2, AN 139; BY 13, BN 30; CY 13, CN 14; DY 21, DN 10; PuY 25, PuN 49; PrY 12, PrN 114
65. Allow basic training credit for those entering service since the war as it did for those in wartime service?  
AY 35, AN 78; BY 21, BN 17; CY 13, CN 14; DY 15, DN 16; PuY 35, PuN 30; PrY 31, PrN 70
66. Plan regularly arranged vacation periods for the staff members?  
AY 98, AN 36; BY 40, BN 3; CY 23, CN 5; DY 29, DN 2; PuY 61, PuN 11; PrY 98, PrN 24

67. Close the registration office for a definite vacation period?  
AY 10, AN 132; BY 2, BN 42; CY 1, CN 27; DY 1, DN 30; PuY 4, PuN 69; PrY 7, PrN 121
68. Have regular rest intervals in the morning and afternoon work schedules for the office personnel?  
AY 42, AN 96; BY 22, BN 21; CY 14, CN 14; DY 23, DN 9; PuY 38, PuN 37; PrY 50, PrN 75
69. Have the registration office prepare the faculty directory?  
AY 65, AN 69; BY 14, BN 29; CY 10, CN 18; DY 9, DN 21; PuY 23, PuN 47; PrY 58, PrN 63
70. Prepare a student directory by mimeographing, printing, or similar method? (Do not answer "yes" if only a few copies are typed.)  
AY 74, AN 56; BY 25, BN 18; CY 13, CN 14; DY 14, DN 15; PuY 35, PuN 37; PrY 71, PrN 47
71. Have the registration office prepare the student directory? (Answer this only if your answer to the previous question was "yes.")  
AY 51, AN 32; BY 17, BN 10; CY 8, CN 12; DY 12, DN 4; PuY 29, PuN 17; PrY 55, PrN 30
72. Permit a student who failed the first semester (or term) of a course to continue in the second semester of the course?  
AY 55, AN 81; BY 13, BN 28; CY 4, CN 22; DY 5, DN 22; PuY 20, PuN 51; PrY 41, PrN 74
73. Record penalties and disciplinary measures on the record side of the permanent record?  
AY 53, AN 85; BY 21, BN 20; CY 17, CN 11; DY 13, DN 18; PuY 32, PuN 40; PrY 51, PrN 71
74. Keep a complete record of all class absences?  
AY 66, AN 73; BY 16, BN 28; CY 3, CN 25; DY 3, DN 28; PuY 20, PuN 54; PrY 57, PrN 68
75. Keep absentee records only when a teacher reports a student as having "excessive" absences?  
AY 34, AN 75; BY 10, BN 23; CY 8, CN 17; DY 7, DN 19; PuY 20, PuN 43; PrY 28, PrN 68

## SPECIAL QUESTIONS

- I. Excluding rush times such as registration and grade posting periods, if a request for a transcript is received in one morning's mail when will the transcript be mailed?

	A	B	C	D	Pu	Pr
Same Day	37	5	5	7	15	31
Next Day	53	8	8	12	28	52
2nd Day	16	8	6	4	15	17
3rd Day	15	9	5	3	15	22
Later	20	9	4	5	11	22

- II. After the regular registration day (or days) for how many days may a student change his schedule (drop and add courses)?

	A	B	C	D	
Up thru 6 days	28	10	4	7	Not available
7 thru 9 days	34	5	5	4	
10 thru 14 days	66	16	9	12	
Others	16	11	10	7	

III. How many days in the late registration period? (The period from regular registration day to the time when no more full time registration will be accepted.)

	A	B	C	D	Pu	Pr
0 thru 6	26	12	7	7	25	25
7 thru 15	91	22	17	18	43	95
Above 15	11	2	2	1	5	8

IV. How many days are permitted between an examination and the time a teacher must turn in his grades?

	A	B	C	D	Pu	Pr
No rule	31	8	3	2	15	28
1 Day	12	6	1	13	7	14
2 Days	28	14	11	6	26	33
3 Days	28	5	4	4	13	27
4 Days	13	2	1	5	4	16
Others	31	6	6	0	15	35

V. How is class size determined?

	A	B	C	D	Pu	Pr
Teacher	7	1	1	1	4	7
Department	32	15	18	9	39	35
Dean	47	16	6	9	23	56
College Adm'n	54	9	4	8	20	49

VI. What is the maximum size of recitation sections in your institution?

	A	B	C	D	Pu	Pr
20	3	1	0	0	0	4
25	11	3	1	3	2	13
30	23	6	4	1	10	25
35	31	4	5	3	10	31
40	18	6	4	4	13	16
45	7	1	0	1	2	6
50	21	7	5	8	16	22
No rule	13	11	5	5	18	18

VII. Who has final authority to limit a student's academic load?

	A	B	C	D	Pu	Pr
Adviser	4	1	1	1	3	4
Department	2	2	0	0	2	2
Dean	85	17	12	25	50	91
Registrar	17	0	1	1	3	14
Committee	16	3	2	1	5	14
Automatic Rule	23	5	4	3	15	15

## Editorial Comment

### *Academic Freedom in 1949*

THE TIMES seem to be not so much out of joint as inside out. There is a Through-the-Looking-Glass quality about recent occurrences in academic and ecclesiastical places that matches the Red Queen-White Knight performances in the field of politics. Seminarians turn grave diggers; priests are dismissed from their parishes for consorting with publicans and sinners; and college professors, of all people, suddenly find themselves arguing in a new and unfamiliar manner about academic freedom and academic responsibility. Odd and unusual though they may be, the ecclesiastical matters are not our concern, insofar as we are academic people; but the puzzles that recent arguments and dismissals have brought to our campuses are very much our concern.

The struggle for academic freedom has been long, and it has had many phases. In general, however, academic men and women have struggled in a united front for the right to do their work unhampered by irrelevant restrictions, whether demanded by administrations or governing bodies, or indirectly imposed by outside elements. There has been a steadfast belief that men and women who teach should show competence and responsibility, and then be left to present their material as best they can. There has been an undeviating insistence that teachers have all the rights, privileges, and responsibilities of other citizens.

Now, however, a good many academic people are not so sure that any one can tell very clearly whether academic competence and responsibility are compatible with certain prerogatives of a citizen. As our laws and customs stand, a citizen of the United States may become a Communist, and may without penalty hold membership in the Communist Party. As a citizen, an instructor in an American college may be a Communist; but, academic people are beginning to ask themselves, can a Communist show academic competence and responsibility? If a Communist is responsible to foreign authority, can he exercise academic freedom in presenting his material?

The *tu quoque* of the Communists, however irrelevant it may be, is nevertheless embarrassing: is ecclesiastical foreign allegiance likewise a matter for question, if political allegiance is? Furthermore, does Communism imply, or does it necessitate, such foreign alle-

giance? Various members of our political family have made pronouncements on the subject, and seem merely to have given the Communists an opportunity to answer with cleverly impressive if specious argument. Various members of academic administrations have spoken on the matter, but not to the satisfaction of much of any one. Now professors are taking up the cudgels.

It is one thing to dismiss a chemist because he has fat-headed notions about heredity; it is something else again to dismiss him because he propagates fat-headed notions on order. It is one thing to dismiss a man because of suspected guilt by association; it is not the same thing to dismiss him for using his position to foster propaganda on order, or even to foster it because he wants to. But does this statement apply also to propaganda that is not Communistic in intent?

As usual where there is emotional imbalance, much is said and done for reasons other than those stated—if any reasons are stated. Sometimes there is only a passionate tirade instead of explanation; sometimes there is nothing at all. Words tend this way, and words tend that way, and there is no end of words.

In this logomachy the academic individual is uncertain and unhappy. He is aware that much goes on beneath the surface of daily events, but he does not know and he cannot find out how much goes on. He cannot evaluate the situations in which some of his colleagues find themselves, because he lacks data on which to base judgment. Abnormally sensitive to infringement on academic freedom because of long experience, and just as sensitive to any violation of academic responsibility by an instructor, he is baffled. He is more than ever baffled by the winds of words that blow through all events in which academic and political rights are dealt with. Furthermore, he cannot, and knows that he cannot, withdraw from the heat and dust of the conflict.

Much of the difficulty is semantic, and will disappear—for the individual—on semantic analysis. Just how much will disappear as opinion meets opinion and belief meets belief, as interpretation meets interpretation in the open field—that is another question! The only thing an academic person can do, however, is to work faithfully to find out what the facts are above which the winds of controversy blow, and then do the right as he is given to see the right.

Much can be accomplished by group inquiry and discussion; much



can be clarified by exchange of data and ideas. The best that faculties can do perhaps, is to consider frankly and thoroughly the problems presented by the present situation; to look at political rights and at academic rights; and to try to find the solution to what looks like a conflict between them. And—not least important!—to stop talking when tempers flare and discussion becomes mere argument. A reconciliation of theory admirable in all respects, and circumstances not in the least laudable, may be difficult; it may even be disreputable in the eyes of some people. Unless, however, there is a way to solve the new puzzles that confront us, and unless we find the way and recommend it and insist on it, there is a very good chance that somebody else will find a way that will handicap the whole academic profession. The fundamental question is not one of the theory of academic freedom that has been advocated by the profession for generations. It is rather one of finding out in what way that theory applies to a new set of circumstances, and in what manner the application may be implemented to the advantage of all citizens.

S. A. N.

### *The G.E.D. Tests—a Rejoinder*

**A**N EDITORIAL in the January 1949 issue of COLLEGE AND UNIVERSITY, entitled "The G.E.D. Tests Again," faithfully reproduced a letter from a corporal in the Army, received by a "Registrar of a University in the Middle West." The letter contained a number of errors in spelling, punctuation, and grammar. The editorial comment on the letter was:

"The tests which this man says he passed include one for Correctness and Effectiveness of Expression. If any further comment is necessary, it would have to be the observation that more and more institutions are questioning the validity of the G.E.D. Tests as the basis of credit, and this letter is a fair example of the experiences which have led them to do so. Sooner or later Corporal C— W— will be sitting in the waiting room of some Admissions Office, and if the policy has been to admit on the basis of G.E.D. Tests he will be hard to refuse."

The editorial comment was clearly a criticism of the use of the G.E.D. Tests as a basis for determining admissions. But it was also an exposé of the lack of understanding of the writer, both of the nature of admissions examinations, and of the G.E.D. Tests themselves.

The main purpose of having admissions criteria is to select those applicants who give promise of success from those who do not seem to have "what it takes" to succeed or profit. The evaluation of high school records, of entrance examinations, and other criteria should work both ways. They should identify the good prospect and indicate as well, those of little promise. To condemn the G.E.D. Tests, from a single case, without knowing or reporting the actual qualitative performance is completely unfair.

Thus, if Corporal C—W—, who was the principal character in the January editorial, performed poorly on the G.E.D. Tests, this fact would be an indication of the tests' validity rather than their implied uselessness. It has taken a little time to get the Corporal's scores but it is interesting to note that his performance was extremely low. He did not, as the editorial comments, "pass" the G.E.D. Tests at a level that would qualify him for a High School Equivalency Certificate in a large number of states. His performance on the tests indicated he ranks within the bottom quarter of high school graduates throughout the country. For demonstrating this fact do we condemn the tests, or recognize that they seem to corroborate the applicant's weakness of preparation?

It is true that some higher institutions have used the G.E.D. Tests without adequate understanding and discrimination, and their experience has not been a happy one. On the other hand, a vast majority of higher institutions have used the tests wisely and, where their requirements have been appropriate to the institution's own admissions standards, have found them at least as valid for admission purposes as any other criteria, including high school record, rank in high school class, or other entrance examinations. Many of these institutions are extending their use of the G.E.D. Tests to mature civilians, as well as to military personnel and veterans, and with equally satisfactory results.

The editorial laughs a little at the corporal's "Correctness and Effectiveness of Expression." Indeed it is very bad, but how about the following "faithful copy" of part of a college freshman English theme? The writer of the theme graduated from a mid-western high school and was admitted to a midwestern college.

#### EXCITEMENT AT THE BALL PARK

Last Summer while on my vacation in Cleveland, I visit a baseball game. Between the Chicago White Sox and the Cleveland Indain. The game

went fast. Until the six inning when Larry Doby of the Indian hit a double and slide into Second Base. That made a big cloud of Dust. But it look as if Doby was safe, until the Second Baseman call him out. The Cleveland fans begin to "Boo" and "yell"!! he safe, he safe. The Second Baseman was augering with the umpire that he tag him before he touch the bag. The umpire turn around and walked away, motioning Doby is safe. Doby took off his cap and begin to fan as he look around the park. As I watch Doby I though he was thinking that this was one time the umpire was right.

Shall we, from this single case, "question the validity" of the standards of all high schools, and all diplomas, and all admissions practices? We are not proposing that Corporal C— W— should be admitted to college. Actually, his G.E.D. test results, properly interpreted, demonstrate that he just does not have what it takes. Yet, on the basis of his ability to use English, he may be a better risk than the high school graduate who was actually admitted, and who presumably was doing his best in writing a freshman English theme about a baseball game.

THOMAS N. BARROWS

*American Council on Education*

### *Enrollment Trends*

ONE OF the most significant meetings in the field of higher education is the conference held annually in Chicago by the Department of Higher Education of the National Education Association. It is so well organized and so carefully planned that it serves as a model for meetings of other organizations; indeed, the workshops at the Columbus convention of the AACRAO were patterned after those set up by the N.E.A.

Group I at the conference held in Chicago in April of this year had for its task the prediction of enrollment trends in the next few years. The group comprised some thirty registrars, admissions officers, deans, and others interested. Its chairman was Mr. John Fellows, Associate Editor of COLLEGE AND UNIVERSITY, and the Editor was a consultant. By permission of Mr. McDonald, of the N.E.A., the report of this group is published here, since many persons at the Columbus convention expressed an interest in it, and it is felt to be a matter of concern to registrars and admissions officers everywhere. The report follows:

In order to obtain adequate bases for its deliberations, the group held hearings with Dr. John Dale Russell of the United States Office of Education, President Russell D. Cole of Cornell College, consultant for the group on "The Federal Government and Higher Education," and a representative of the United States Veterans Administration. These individuals provided much valuable information relative to enrollment trends, proposals for federal scholarships for students in higher institutions, recent trends in veteran enrollments, the growth of new types of institutions, and the effects of various factors upon enrollments.

The following factors affecting enrollment trends in institutions of higher learning were carefully considered:

1. estimates of the numbers of youth of college age from 1949 to 1960;
2. changes in veteran enrollments;
3. the proportion of high school age youth who graduate from the secondary schools;
4. the proportion of high school graduates who enter higher education;
5. the holding power of higher education;
6. present and prospective facilities for higher education;
7. the desire of certain institutions to return to pre-war enrollments;
8. the effect of the marriage rate among youth of college age.

It is especially to be emphasized that the enrollment estimates at which the group arrived are subject to modification in any of the following circumstances; it should be further emphasized that the extent of such modification cannot be accurately forecast:

1. A substantial change in the international situation involving the United States in additional mobilization
2. A major change in the present economic situation
3. Adoption of a comprehensive program of federal aid for higher education.

After consideration of all the foregoing factors, the group arrived at the following estimates of veteran and non-veteran enrollments; the actual data for 1948 are included for purposes of comparison.

The conference group realized, of course, that anybody who makes predictions of this sort goes out on the traditional limb. Nevertheless, in the interests of educational planning, it was willing to assume that precarious position. It should be noted, however, that these predictions are not mere guesses, but were arrived at after painstaking consideration of all foreseeable factors. They are probably as reliable an estimate as can be found at this time.

ACTUAL ENROLLMENTS IN THE FALL OF 1948 AND ESTIMATED  
ENROLLMENTS IN FALL TERMS, 1949-52, 1955, AND 1960

Year	Enrollments			Change from 1948 Enrollments
	Veterans	Non-Veterans	Total	
1948*	1,021,000	1,387,200	2,408,200	
1949	725,000	1,525,000	2,250,000	- 6.6%
1950	545,000	1,605,000	2,150,000	-10.7%
1951	330,000	1,670,000	2,000,000	-17.0%
1952	165,000	1,785,000	1,950,000	-19.0%
1955	25,000	1,975,000	2,000,000	-17.0%
1960	—	2,500,000	2,500,000	+ 3.8%

\* Source: Robert C. Story, *1948 Enrollment in Higher Educational Institutions*, U. S. Office of Education Circular No. 248 (November 15, 1948), p. 3.

### *AACR to AACRAO*

THE ORIGINAL constitution of the American Association of Collegiate Registrars provided that "officers charged with the duty of passing upon entrance credentials" in institutions of higher learning were eligible for membership, and there never was a time when these officers were not welcome attendants at our meetings. Because they were not specifically included in the name of the Association, however, some of the Admissions Officers have felt a certain amount of hesitancy about taking an active part in its affairs.

On many campuses the Director of Admissions and the Registrar are the same person. When different persons discharge the functions of these two offices, their duties require the closest sort of co-operation, and their problems and interests are almost identical. For all these reasons, the Association was unanimous, at its business meeting on April 27, in adopting the recommendation of its Committee on Constitution and By-Laws, that the name be changed to "The American Association of Collegiate Registrars and Admissions Officers."

This is a wise decision. It places the Admissions Officers on a footing with the Registrars in the councils of the Association. It opens up a large new group of prospective members. It promises even wider influence and greater prestige for the Association itself.



COLLEGE AND UNIVERSITY hopes that if any Officers of Admission have hitherto felt like auxiliary members of the AACR, they will consider themselves full partners in the enterprises of the AACRAO.

*The American Association of Collegiate Registrars  
International Scholarship*

IN APRIL, 1948, on recommendation of its Executive Committee, the American Association of Collegiate Registrars in convention assembled in Philadelphia authorized the Treasurer of the Association to allocate \$1,500.00 for a scholarship to be known as "The American Association of Collegiate Registrars International Scholarship" to be sponsored by UNESCO.

At our recent meeting at Columbus, Ohio, the Chairman of the Committee on UNESCO reported to the convention assembled that the winner of this scholarship is Dr. Jacobus Leonardus Hendrik Cluysenaer, who is the Secretary of the Board of Curators of the State University of Groningen, a position comparable to that of registrar in an American college or university.

This scholarship was awarded to Dr. Cluysenaer to enable him to make a trip to the United States for study, travel and research for a period of at least three months, with the aim of observing the best practice in American education and of studying the organization and administration of a selected group of American colleges and universities with special emphasis on the functions and procedures of the registrar's office.

Neither his date of arrival nor his itinerary after arrival has been determined but he is expected to arrive before July 1, 1949, and we shall probably suggest that he spend the first four weeks in New York, becoming oriented, and visit such universities as New York, Columbia, Harvard, Yale and Princeton. Then he will probably visit The University of Chicago and other colleges and universities in the mid-west area.

We hope that he will find it possible to attend some of the regional meetings of registrars but his money and time are limited, so we suggest that those regional associations which are interested in inviting him to attend one of their meetings be prepared to take care of all or part of his travel expenses. In planning an itinerary for him we shall appreciate your suggestions. We shall send advance

information to the president of each regional association concerning Dr. Cluysenaer's plans and we shall send an advance notice to the registrars of the colleges and universities he expects to visit. If we find it possible to do so, we shall have him attend the next meeting of the Executive Committee. We shall expect him to have a preliminary conference with the AACR Committee on UNESCO, and/or with a selected group of leading registrars, and to have him meet those past-presidents of the AACR under whose leadership this UNESCO project was initiated or completed.

Dr. Cluysenaer will be requested to submit a report to our Association on the results of his observations. This report will be published in *COLLEGE AND UNIVERSITY*, subject to the approval of the Editor.

As indicated in our report to the convention assembled, our administering agency with respect to this scholarship is the Institute of International Education, which agency is accustomed to cope with the various problems arising in connection with the itineraries and plans of the holders of UNESCO-sponsored scholarships. Your committee depends on this agency for advice and suggestions. We shall appreciate greatly the gracious reception of, and attention to, our distinguished visitor from the Netherlands, on the part of those who will meet him.

ALICE L. BUTLER

ENOCK C. DYRNESS

ERNEST C. MILLER, *Chairman*

9 May 1949

#### *The AACRAO and Federal Aid*

THE Columbus Convention endorsed Association study and possible group action in the matter of Federal Scholarships for higher education under the following resolution:

3. WHEREAS: There is evidence of interest and concern among registrars with reference to the question of Federal Scholarships for higher education:

BE IT RESOLVED: That the Executive Committee of this Association be authorized to study the question of Federal Scholarships and be empowered to take any action which it may deem advisable.

It is immediately evident that this resolution, although endorsed without question by the Convention, represents a point upon which opinion is definitely divided; further, the nature of the question is one

which requires rather extended consideration with reference to group action, a type of consideration which was not possible at the brief meeting of the Executive Committee immediately following the close of the Convention.

Consequently, no Executive Committee action was taken at Columbus, although the Committee has since been circularized with reference to this particular resolution as well as the others adopted there. This directing of the attention of committee members to the matter of possible Federal Scholarships for higher education emphasizes the need to withhold official Association action at least until the fall meeting of the Executive Committee.

In the meantime the Executive Committee urges upon interested individual members of the Association such action as may seem appropriate and opportune to each member concerned. This may include individual members writing their congressman, in which case it is hoped that such appeals will be emphasized as individual opinions pending the time when the Association can organize and co-ordinate any group presentation which may be possible and desirable.

R. E. McW.

## In the Mail

J. A. A.

*Predicting Veterans' Success.* The Veterans' Administration has issued to veterans' vocational advisers a series of technical bulletins known as "TB's" which are proving to be a great help in counseling veterans in their choice of a vocation. Each of these is a summary of published research findings, serving as a basis for ascertaining the essential qualifications, and the appropriate means of determining them, in each of the several professions.

TB7-31, for instance, gives a basis for predicting success in training for law. It sketches typical state requirements, sources of training, the contents of law curricula, and the types of specialization. Five years of study beyond the secondary school are now prescribed by 42 states as the minimum standard for admission to practice. There are two years of pre-legal work followed by three of professional law study. Some institutions go beyond this and require the bachelor's degree for enrollment in law school. Perhaps the most useful of all the items in this bulletin is the summary of correlations between the quality of pre-legal college work and first year law school grades as shown in studies at Iowa, Southern California, Yale, Minnesota and Columbia. This table brings together comparisons of the predictive value of many tests and gives information in tabloid form not ordinarily available except after long research.

Other tables give correlations between success in law school and scholastic aptitude scores, proficiency in subject matter fields and length of college training. "Insofar as success in the law school curriculum is concerned, a student apparently gains little advantage by completing an additional one or two years beyond the prescribed minimum of two years of undergraduate training before entering law school." The bulletin ends with a bibliography of 31 titles.

TB7-44 in this series covers dentistry. It follows the general plan of the one on law but has more tables of comparative correlations. Apparently more research has been done in this field than in law, as there are 8 tables of these correlations. "The quantity or extent of pre-dental training appears to have no significant bearing on dental school success," but there is a high correlation between pre-dental grades and those in the professional school.

Other bulletins are TB7-76 on medicine, TB7-77 on music, TB7-90 on agriculture and TB7-113 on teacher training. Commenting on the predictive value of many factors in counseling veterans for teacher training this last bulletin says that—"No one variable has been found to have predictive

significance to a degree sufficient to warrant reliance upon it alone as a means for estimating probable teacher-training success. If individual prognoses are to approach accuracy, they must be based upon a consideration of combined data concerning the counselee furnished by the several indexes discussed above which have been found to possess prognostic value. It would seem, therefore, that the most effective predictive combination comprises the following: high school record, scholastic aptitude test scores, achievement test score, and personality and interest inventory scores."

These bulletins have been discussed at length because they seem to this reviewer to be a great addition to the literature of counseling. Issued by the Veterans' Administration in Washington, their distribution has been limited mainly to veterans' advisers in the various veterans' guidance centers. If they could be made available to counselors in schools, colleges and universities they could well be of great value to anybody doing educational or vocational counseling.



## Business Meetings

*Wednesday, April 27, 1949*

### REPORT OF THE NOMINATING COMMITTEE

(Stenotypist's Transcription)

MR. GEORGE P. TUTTLE: Your Committee on Nominations respectfully submits the following nominations for officers of the Association for 1949-50:

For Secretary, Mr. Charles H. Maruth of the University of Denver.

For Second Vice President, Miss Irene M. Davis of Johns Hopkins University.

For First Vice President, Mr. Elwood C. Kastner of New York University.

For President, Mr. Ralph E. McWhinnie of the University of Wyoming.

The office of Treasurer has one more year to run. Mr. Scribner has served two years and has one more year in his term of office.

PRESIDENT THOMASON: You have heard the report of the Nominating Committee. What is your wish?

MRS. G. M. HAPP: Mr. President, I move the report be accepted.

MR. SAGE: I second the motion.

PRESIDENT THOMASON: Are there any nominations from the floor? If not, all in favor of accepting the Committee's report, please say "Aye." Opposed by like sign. The motion is carried. Thank you, Mr. Tuttle.

Mr. Grant, will you and Mr. Miller see that Mr. McWhinnie is escorted to the platform. . . . Ladies and gentlemen, it is my privilege to present to you Mr. McWhinnie, the President-elect.

MR. MCWHINNIE: President Thomason and colleagues: I want to assure you of my determination and my desire to justify the confidence which your committee has manifested, and which you have confirmed in designating me as your leader for the coming year. I am sure all of you have been through experiences of this type—experiences in which we face the problem of an inadequate command of words. I am reminded of the story which Fibber McGee once recalled on the radio. In speaking of his experiences with Molly, he said, "Molly and I had some words but I never got a chance to use

mine." Well, I am not in a position to use my words at this time, other than to express my gratitude to you, and to express the hope that I can justify your confidence in me. Further I am anxious to suggest to you that leadership and achievement in this Association is a mutual responsibility and if we should be fortunate enough to have a good year in this Association in the year to come, I am sure that it will be through the co-operation of all rather than through anything that any one of us may be able to offer or contribute to the cause of this organization in which we are interested. And so I am looking to you for the support and the help that I am sure you are all interested in offering if we are to enjoy the success which this organization deserves. Thank you very much.

PRESIDENT THOMASON: Speaking of experiences, Mr. McWhinnie, I am sure you will get acquainted with a great many new ones between now and this time next year. They will be pleasant ones, however. I know that also.

*Thursday, April 28, 1949*

#### REPORT OF THE COMMITTEE ON UNESCO

1. In April, 1948, on recommendation of its Executive Committee, the American Association of Collegiate Registrars in convention assembled in Philadelphia authorized the Treasurer of the Association to allocate \$1,500.00 for a scholarship to be known as "The American Association of Collegiate Registrars International Scholarship" to be sponsored by UNESCO.

2. The President of the American Association of Collegiate Registrars appointed a Committee on UNESCO with power to receive applications and to select a suitable candidate for this scholarship. UNESCO was informed accordingly and immediately issued announcements concerning the scholarship in its various publications. Personal letters of announcement, with application forms, were sent to appropriate officials in Germany, Austria, Belgium, France, Italy, the Netherlands, the United Kingdom, Korea and China. On recommendation of UNESCO, approved by your Committee, the Institute of International Education was designated as our administering agency.

3. Later, in an attempt to accelerate the procedure, the Chairman of your Committee had personal conferences concerning this scholar-

ship with various officials of UNESCO and with a representative of the Institute of International Education. Such conferences were held intermittently in Chicago. As a result of these conferences your Committee sent appeals to several leading educators, who at one time or another were connected with educational projects in various war-devastated countries and who were personally acquainted with foreign educators and students who might wish to apply for UNESCO-sponsored scholarships or fellowships.

4. On receipt of applications UNESCO screened each dossier with the help of experts in specialized departments, and forwarded to the AACR Committee on UNESCO, through the administering agency, its recommendations for the award of the scholarship. These recommendations were then submitted to the members of your Committee for consideration and final action.

5. Our large file of correspondence in connection with this scholarship indicates that the project, which we confidently believed could be completed easily, in reality has required an unwarranted amount of labor, due primarily to the fact that your committee was limited in its negotiations by the apparent necessity of operating through established agencies accustomed to cope with governmental and military restrictions in the war-devastated countries.

6. In February of this year two persons applied for our International Scholarship. In the judgment of your Committee neither of these applicants qualified for this scholarship. About the middle of April the Acting Head of the Department of Exchange Persons, established by UNESCO in Paris, informed us that there were eight applications for the scholarship from Austria, Belgium, the Netherlands, France, Italy and the United Kingdom, and that the Secretariat selected from this group the four men who had presented the best formal backgrounds.

7. Your Committee studied these four applications, and it is pleased to report that the winner of The American Association of Collegiate Registrars International Scholarship is Dr. Jacobus Leonardus Hendrik Cluysenaer from the Netherlands. Dr. Cluysenaer is the Secretary of the Board of Curators of the State University of Groningen. He was born in 1911, is married and has five children. He received the Bachelor's, Master's and Doctor's degrees at the University of Groningen, at which university he held the following positions before accepting his present position: Registrar, Tutor in Law, and Solicitor. He speaks, writes and reads English effectively.

He also speaks and writes German and French. He has been highly recommended by UNESCO, the Institute of International Education, the Minister of Education in the Netherlands, the President of the Board of Curators of the University of Groningen, and by the Governor of the Province of Groningen. In his exposition of a plan of study he writes that he would very much appreciate our kindness in giving him an opportunity to visit a group of American colleges and universities to study the organizations and administration of these institutions to discover in which respects the organization and administration of the Dutch universities may profit by the experience of the American university administrators. He also indicates that his present position at the University of Groningen is comparable to the position of registrar in an American college or university.

8. Your Committee is confident that Dr. Cluysenaer will accept our scholarship. But in case he does not accept, we have selected Mr. Charles Helme Stewart, Secretary of the University of Edinburgh, as first alternate, and Mr. Klaas Wiersma, Secretary of the Curators of Leiden University, as second alternate. The qualifications of these three candidates are equally good but, in comparison, Dr. Cluysenaer, the first choice, seems to be best qualified. He has presented a plan of study which is most in conformity with the spirit of our scholarship. His age (38) is appropriate. Because of the post he occupies, he will be in a position to make his country benefit from the experience he will acquire from his stay in the United States. Mr. Stewart, the second choice, to a lesser degree has the same qualifications as Dr. Cluysenaer. He has fulfilled the functions of a registrar in a large university but his past experience is mostly financial. Mr. Wiersma is a well qualified candidate, but to a lesser extent than the two mentioned above. He has attended the Utrecht Conference on Universities, but has entered only recently the field of university administration.

Respectfully submitted,

ALICE BUTLER

ENOCK DYRNES

ERNEST C. MILLER, *Chairman*

#### REPORT OF THE COMMITTEE ON OFFICE FORMS AND EQUIPMENT

The Committee on Office Forms and Equipment developed a six-volume set of exhibits of office forms several years ago. Three years ago, a single-volume exhibit was added; and two years ago two more

single volumes were added. During the year 1948-1949, these exhibits were used by twenty-four institutions in eleven states—Florida, Illinois, Indiana, Iowa, New Hampshire, New Jersey, New York, Pennsylvania, Tennessee, Virginia, and Wisconsin. The exhibits were used for state meetings of registrars in Indiana and Virginia. There are eight institutions on the list of those scheduled to receive the exhibits following this Columbus Convention. The exhibits are also scheduled for four state meetings—Alabama in May, California and Kansas in October, and Colorado in November. All exhibits were on display in Columbus at the time of the Convention.

During the year, the Committee developed the following statement of policy and procedure for governing the use of exhibits of office forms:

1. The exhibit in each case is received by a Registrar, express collect, and is sent to the next Registrar, express collect. Each user pays transportation only one way.
2. Each new user is to be notified by the previous user when the exhibit is actually shipped to the new user. The previous user will forward, in the letter notifying shipment, the combination to the lock. A carbon of this letter of notification will be forwarded to the Chairman of the Committee on Office Forms and Equipment.
3. Each user should plan to finish with the use of the exhibit within three weeks. (It is only by adhering to a time limit that the greatest number of registrars may use these exhibits to best advantage.)
4. Each user holds the exhibit until informed as to the address to which to forward the exhibit.
5. A sheet to evaluate the exhibit and the work of the Committee is to be filled out by each user. This evaluation sheet is to be forwarded to the Committee Chairman, along with the carbon referred to in Item 2.

During the year, the Committee also developed a form for the purpose of evaluating the use of the exhibit by each user. The form includes the following items:

1. The number of forms in the exhibit were: enough . . . . ; just right . . . . ; or, too few . . . .
2. How could the exhibit have served you better?
3. Did you get to keep the exhibit long enough? Yes . . . . No . . . .
4. What was the express charge you paid? \$ . . . .
5. What do you think would be a fair amount of time to allow each registrar to have the exhibit?



6. What do you wish that the exhibit might have included which it did not?
7. Do you consider the exhibit up to date? ..... (or) Do you suggest that it be revised? .....
8. Please comment as to how the work of the Committee on Office Forms and Equipment could be of greater service to you.
9. Any additional comments:

From the use of the evaluation sheet, suggestions were received from several registrars that the collections of office forms be brought up to date, and that the new forms to be collected be organized into packets, with a separate packet for each different form. A desire was also expressed to have the size and classification of the institution identifiable on each form. In response to this request, an invitation was sent to registrars in four hundred institutions, representing different classifications and sizes of colleges and universities in all of the different states. The response was excellent.

Packets organized as suggested were prepared for and exhibited at the Columbus Convention, with the following headings: Application for Admission (two packets), Official Admission Card, Change of Course, Class Cards, Evaluation of Grades Sheet, Grade Changes, Students' Duplicate Grade Record Books, Faculty Grade Reports, Student Grade Reports, Application for Graduation, Student Handbooks, Matriculation Forms, Mid-Term Reports, Miscellaneous Folder (Change of Address, Grade Distribution Forms, Forms for Foreign Students, Class Lists, Student Summons), Petition Forms, Permanent Records (2), Probation—Failing Grades—Warnings, Application for Readmission, Directions for Registration, Registration Forms (2), Packets of Registration Forms, Student Room Reservation Forms, Application for Scholarship Forms, Students' Study Schedules, College Transcripts, High School Transcripts, Trial Schedule of Classes, and Withdrawal Forms. Subsequently, additional packets will be prepared, and all packets will be available for distribution.

In responding to the invitation for copies of office forms, there were four institutions which prepared special institutional sets of forms, which were not separated for the different packets, but each was left as a complete set and displayed as such. These sets were from Colorado School of Mines, Drake University, Indiana University, Roanoke College.

Two copies of *The Work of the Registrar*, prepared a few years ago by Miss Alma Preinkert, Registrar, University of Maryland, were typed during the year and have been available on loan. Registrar's Office Handbooks were received from Ball State Teachers College, Manchester College, and University of Michigan ("Instructions to Registrar's Assistants," and "General Procedures for Records Division"). Also displayed were five Faculty Handbooks from Clemson Agricultural College, College of the Ozarks, Florida State University, University of New Hampshire, and Wells College.

One hundred Registrars' Annual Reports have been assembled by your Chairman from those exhibited at Philadelphia last year, and other Annual Reports secured since. The Reports are available on loan. A list of those Annual Reports in the collection was prepared for the Exhibit of Annual Reports for the Convention.

The fifty dollars recommended by the 1948 Convention for use of the Committee and voted by the Executive Committee contributed toward the expenses for the work of the Committee during the year, but did not cover all expenses involved; so that there was considerable "labor of love," as last year's Chairman, Mr. Leshner, referred to it in his report in Philadelphia.

The only possible meeting of the Committee during the year was held Monday, April 25, 1949. The following recommendations were agreed upon in the meeting:

1. Inasmuch as the Committee on Office Forms and Equipment has not yet functioned in the area of office equipment, it is recommended to the committee for next year that a survey be initiated to discover those pieces and types of equipment which are proving to be REALLY helpful to Registrars.
2. It is recommended that next year's committee endeavor to increase the collection of registrars' office handbooks and manuals.
3. It is recommended that the 1949 Convention approve again this year an appropriation toward the work of the Committee.
4. It is also recommended that consideration be given to determining the BEST means for publicizing the work of the Committee so that the entire membership may become informed concerning the services available.

Members of the Committee on Office Forms and Equipment have been: William F. Adams, Dean of Admissions, University of Alabama, University, Alabama; Charles W. Edwards, Registrar, Ala-

bama Polytechnic Institute, Auburn, Alabama; Mrs. Cleo Gillis Hester, Registrar, Murray State College, Murray, Kentucky; James E. Hitt, Registrar, University of Kansas, Lawrence, Kansas; G. Y. Short, Registrar and Examiner, The Arkansas State Teachers College, Conway, Arkansas; and the Chairman.

Respectfully submitted,

LEO M. HAUPTMAN, *Chairman*

REPORT OF THE COMMITTEE ON CO-OPERATION WITH THE  
DIVISION OF HIGHER EDUCATION, U. S. OFFICE  
OF EDUCATION

Your committee appointed to co-operate with the Office of Education on the collection and dissemination of educational statistics reported in the October issue of the JOURNAL of the American Association of Collegiate Registrars the results of a conference held on May 10, 11, and 12, 1948 in Washington at the request of the Office of Education. Your committee assumes you are familiar with this report. You will recall that each member of the conference was assigned to one of five working groups. Mr. Thomason worked with the group considering reports on degrees, Miss Probst on reports on faculty and staff, and Mr. Fellows and I on reports on students.

The recommendations of the conference to the Office of Education with reference to the types of reports it favored appear in the JOURNAL.

With reference to the annual detailed November survey of first quarter or semester enrollments and the biennial survey in May of students enrolled during the entire academic year, the conference recommended to the Office of Education that the classification of students as part-time or full-time be discontinued and that the report be made in terms of full-time student equivalent. The proposed formulæ for computing normal student load and full-time equivalent are:

1. Normal student load:

$$\frac{\text{Hours required for graduation}}{\text{Normal number of semesters required for graduation}} = \text{Normal student load}$$

$$\text{For example: } \frac{120}{8} = 15$$

## 2. Full-time equivalent:

$$\frac{\text{Total student credit hours}}{\text{Normal student load}} = \text{Full-time equivalent}$$
$$\frac{9000}{15} = 600$$

The members of your committee who served with the section of the conference on enrollment reports were in complete accord with this recommendation. Institutional definitions of part-time and full-time students are so varied that the distinctions between the two classes of students as appearing in the reports of the Office of Education have had little significance. Accurate comparisons of enrollments between institutions have been well nigh impossible. The proposed manner of reporting will give a uniform basis for comparison. It should be understood that early report of enrollment each fall which has come to be called the "quickie" will be on the basis of a head count without any attempt to differentiate between full-time and part-time enrollment.

The Office of Education has not taken action to adopt the report of the conference as a whole, but its recommendations are being followed as a guide in the development of statistical reporting as rapidly as funds and staff will allow. Much progress has been made by the Office of Education toward more prompt and complete reporting. Evidences of this are:

1. Last fall, for the second successive year, the Office of Education produced by the middle of November a practically complete report of fall term enrollments in all institutions of higher education.
2. For the first time in the history of its reporting service, the Office of Education was able last summer to provide statistics on degrees granted during 1947-48 in practically every degree granting institution in the United States. Furthermore, it has now published as Circular No. 247 a detailed compilation covering several hundred pages of Earned Degrees Conferred by Higher Institutions during 1947-48. The outlines of the survey of degrees follow the pattern approved by the conference of last May.
3. A study of the status of university faculty members has been carried through on a sampling basis. The report is appearing in a series of articles in *Higher Education*.
4. The recommendation of the conference for an improved plan of classifying institutions will be reflected in the *Directory* for 1949-50.

5. The forms for the collection of data for the Biennial Survey of Higher Education covering the year 1947-48 were drafted with careful attention to the recommendations of the conference.
6. Attention has been given to the recommendations made in the conference for the preparation of a manual of statistical reporting, to be placed in the hands of each Registrar or other reporting official so that he might be aware of the comprehensive plan for reporting, but the plans for statistical reporting are not yet sufficiently mature to permit the issuance of such a report.

Dr. Russell recently has written me as follows:

"We appreciate greatly the co-operation extended by the American Association of Collegiate Registrars in appointing a Committee to work with us on the problems of statistical reporting. Some work remains to be done, particularly in the area of drafting authoritative definitions of items involved in the statistical reporting where such definitions do not now exist. We shall be happy to call another Conference for that purpose at some future time when our funds permit. It is probable, also, that we shall from time to time call small conferences to consider in some detail special sections of statistical reporting.

"We hope to have the continued co-operation of the American Association of Collegiate Registrars, both in the development of plans for statistical reporting and in the stimulation of officers in individual institutions for the prompt reply to requests for data."

Your committee recommends the adoption of the following resolution:

*Resolved*, That the American Association of Collegiate Registrars endorses and supports the plans for the development of statistical reporting by the Office of Education based on the recommendation of the conference held in Washington on May 10, 11, and 12 and urges the co-operation of all its member institutions. It further expresses its judgment that the Office of Education should when present plans are matured become the single recognized national agency for the collection and dissemination of statistical data about institutions of higher education.

J. E. FELLOWS  
CARRIE M. PROBST  
R. F. THOMASON  
G. P. TUTTLE, *Chairman*



The report of this committee, including the resolution, was adopted by vote of the Association.

REPORT OF THE  
COMMITTEE ON CONSTITUTION AND BY-LAWS

(Stenotypist's Transcription)

MR. IRA M. SMITH: At this time, Mr. President, we are making a progress report and our report is for the adoption of three words only. We would like to add three words to the name of the Association. The By-Laws state that in order to take action at this time on a revision of the Constitution, it will be necessary to have the motion adopted by four-fifths of the votes of the members present and voting. We hope to make a complete report next year, but this morning we are proposing that we change the name of the Association from the American Association of Collegiate Registrars to the American Association of Collegiate Registrars and Admissions Officers. Mr. Chairman, I move that this be adopted.

PRESIDENT THOMASON: You have heard the motion. Is there a second to the motion?

MR. KERR: I'll second it.

PRESIDENT THOMAS: Is there any discussion?

MR. I. M. SMITH: Our journal is called COLLEGE AND UNIVERSITY. Then there is a sub-title, The Journal of the American Association of Collegiate Registrars. This additional title will make the sub-title, The Journal of the American Association of Collegiate Registrars and Admissions Officers.

For some reason or other, a considerable number of admissions officers have had the feeling that they did not belong in this Association, even though our present constitution says that it shall consist of members who pass upon entrance credentials and keep the records, etc. It is there, but we must remember that this nation is becoming a headline nation. In other words, we just read the headlines. So we are proposing to extend the headline by the three words, "and Admissions Officers," and I certainly hope that four-fifths of you here will vote for that.

PRESIDENT THOMASON: Is there any further discussion? Are you ready for the question? All in favor, please say "Aye." Opposed by a like sign. The motion is carried. Thank you, Mr. Smith.

## REPORT OF THE SECOND VICE-PRESIDENT

The office of the Second Vice-President is primarily concerned with the growth the membership in the Association, and the activities of the office are centered around the purpose of furthering that growth.

Because our membership had increased last year to the total of 1,181—a number which included a majority of all institutions of higher learning in this country—it seemed wise to define more clearly our basis for eligibility in recruiting new members. It was decided by the Executive Committee in November that we should use, as our guide in determining eligibility for membership in our Association, the list of institutions of higher education, as published by the United States Office of Education. Since in November, 1948, the list included 1733 institutions in this country, it is evident that there is still work to be done to extend the benefits of membership to all those who are eligible. The work done in this direction this year has been assisted by the regional associations as well as by individual members.

During the past year we have added 82 new members to our group. The summary below indicates, by states, those who have joined the Association since our Philadelphia meeting:

## NEW MEMBERS—APRIL 1948 TO APRIL 1949

Alabama	1	Nebraska	1
Arkansas	3	Nevada	1
California	11	New Jersey	2
Colorado	2	New York	8
Connecticut	1	North Carolina	4
Florida	1	North Dakota	2
Georgia	1	Ohio	2
Illinois	3	Pennsylvania	6
Indiana	1	Rhode Island	1
Iowa	1	Tennessee	3
Louisiana	2	Texas	7
Maryland	1	Virginia	4
Massachusetts	2	Washington	1
Mississippi	2	West Virginia	3
Missouri	3	Wisconsin	2
		TOTAL	82

## TOTAL MEMBERSHIP

Alabama	18	New York	95
Arizona	5	North Carolina	32
Arkansas	18	North Dakota	8
California	68	Ohio	53
Colorado	19	Oklahoma	19
Connecticut	19	Oregon	14
Delaware	2	Pennsylvania	74
District of Columbia	17	Rhode Island	8
Florida	12	South Carolina	21
Georgia	28	South Dakota	12
Idaho	9	Tennessee	32
Illinois	77	Texas	51
Indiana	32	Utah	9
Iowa	31	Vermont	6
Kansas	25	Virginia	30
Kentucky	27	Washington	18
Louisiana	15	West Virginia	20
Maine	5	Wisconsin	26
Maryland	19	Wyoming	2
Massachusetts	43	Alaska	1
Michigan	38	Canada	13
Minnesota	27	Egypt	1
Mississippi	14	Hawaii	1
Missouri	45	Lebanese Republic	1
Montana	8	Mexico	1
Nebraska	18	Puerto Rico	2
Nevada	1		
New Hampshire	4	Total	1230
New Jersey	29	Honorary	15
New Mexico	7		
		TOTAL	1245

The Association welcomes all of the new member institutions and their representatives. We look forward to the associations and friendships from these memberships and hope that participation in the activities of the Association will be of mutual benefit.

Respectfully submitted,  
(MRS.) GRETCHEN M. HAPP

**REPORT OF THE TREASURER**  
**AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS**  
(a non-profit organization)

*Statement of Cash Receipts and Disbursements*  
*For the Period June 1, 1948-April 15, 1949*

*Cash and Securities at June 1, 1948*

Cash in Bank .....	\$ 6,144.15	
Petty Cash Funds .....	60.00	
United States Treasury Bonds—at cost—Par Value— \$4,200.00 .....	4,200.00	
	<u>\$10,404.15</u>	
Less—Federal Withholding Tax Payable .....	88.20	\$10,315.95

*Add—Receipts (June 1, 1948-April 15, 1949)*

Memberships—Renewal .....	\$10,537.00	
New .....	680.00	\$11,217.00
Subscriptions—Renewal .....	\$ 453.45	
New .....	126.60	
Club .....	449.00	
Single copies .....	27.00	1,056.05
Advertising .....	586.91	
Corrections and Revisions to the Report on Credit given by Educational Institutions ..	151.00	
Interest on United States Treasury Bonds ..	98.75	13,109.71
	<u>                    </u>	
Total .....		<u>\$23,425.66</u>

*Deduct—Disbursements (June 1, 1948-April 15, 1949)*

Editor's Office .....	\$ 4,496.66	
Treasurer's Office .....	860.52	
Committee on Special Projects .....	756.80	
1949 Convention—Columbus, Ohio .....	67.78	
General Administration .....	1,302.88	
Miscellaneous and Contingent .....	173.89	7,658.53
	<u>                    </u>	

*Cash and Securities at April 15, 1949* ..... \$15,767.13

*Consisting of:*

Cash in Bank .....	\$ 8,541.74	
Petty Cash Funds:		
Editor's Office .....	\$25.00	
Treasurer's Office .....	10.00	
Subscription Manager's Office ...	25.00	60.00

United States Treasury Bonds—at cost—  
Par Value—\$7,200.00 ..... 7,200.00

\$15,801.74  
Less—Federal Withholding Tax Payable.. 34.61

Net ..... \$15,767.13

Respectfully submitted,

ALBERT F. SCRIBNER, *Treasurer*

*Statement of Disbursements as Compared with the Approved Budget  
For the Period June 1, 1948–April 15, 1949*

	Budget	Expenditures 6/1/48-4/15/49	Unex- pended Balance
Editor's Office .....	\$ 5,750.00	\$4,496.66	\$1,253.34
Treasurer's Office .....	1,000.00	860.52	139.48
Committee on Special Projects:			
Sub-Committee for Credit Report .....	750.00	756.80	6.80
Sub-Committee on Adequacy of Transcripts .....	400.00	—	400.00
Completion of G.E.D. Study .....	350.00	—	350.00
Unallocated .....	250.00	—	250.00
<b>Total .....</b>	<b>\$ 1,750.00</b>	<b>\$ 756.80</b>	<b>\$ 993.20</b>
1949 Convention—Columbus, Ohio .....	\$ 1,500.00	\$ 67.78	\$1,432.22
General Administration .....	1,750.00	1,302.88	447.12
Miscellaneous and Contingent .....	1,000.00	173.89	826.11
<b>Total Budget .....</b>	<b>\$12,750.00</b>	<b>\$7,658.53</b>	<b>\$5,091.47</b>

[EDITOR'S NOTE: This is a preliminary report only. The Treasurer's annual report, certified by the Association's accountants, will appear in the October number.]

### REPORT OF THE BUDGET COMMITTEE

	RECOMMENDED BUDGET FOR 1949-50	BUDGET FOR 1948-49
General Administration .....	\$ 1,900.00	\$ 1,750.00
Treasurer's Office .....	1,400.00	1,000.00
Editor's Office .....	5,750.00	5,750.00
Committee on Office Forms .....	100.00	
Committee on Regional Associations .....	150.00	
Committee on Special Projects .....	2,200.00	1,750.00
1950 Convention .....	1,500.00	1,500.00
Miscellaneous and Contingent .....	250.00	1,000.00
<b>TOTAL .....</b>	<b>\$13,250.00</b>	<b>\$12,750.00</b>

Submitted by the Budget Committee.

R. F. THOMASON, *President*

A. F. SCRIBNER, *Treasurer*

R. E. MCWHINNIE, *President-elect*

CARRIE MAE PROBST, *President 1947-48—Chairman*

The Report of the Budget Committee was accepted by vote of the Association.



## REPORT OF THE COMMITTEE ON SPECIAL PROJECTS

The report of the standing Committee on Special projects is a brief summary of the several reports of the chairmen of the sub-committees.

The work of the sub-committee on the credit given in colleges by the state universities has been under the able direction of Dr. J. P. Mitchell of Stanford University, assisted by Dr. Donald Winbigler, also of Stanford. On recommendation of the sub-committee, the Committee recommends to the Association that, effective with the year 1949-50, the annual report of the Association shall be printed in a bound bulletin form, rather than the loose-leaf system published in successive supplements as in the past. It is recommended that this bulletin become an annual publication of the Association. The Committee furthermore recommends that the bulletin be distributed to members of the Association without charge. Furthermore, requests from non-member institutions will likewise be honored without charge, but such institutions otherwise eligible for membership will be invited to become members of the Association. Institutions not eligible for membership will be invited to contribute to the expense of the publication. The Committee feels that the distribution of the bulletin can be used by the Association as an instrument of good will and public relations. The Committee calls attention to the probable increased usefulness of the bulletin as a reference in view of the withdrawal of the Association of American Universities from the field of accreditation and the publication of their approved list.

The sub-committee on the adequacy of transcripts is under the direction of Miss Emma Deters of the University of Buffalo assisted by Mr. McWhinnie, Mr. Carson, Mr. Sage, and Mr. Metz. As a result of the work of that group, there is now in process of preparation for early publication a revision of the guide published two years ago. The revision will contain a definition of terms and reasons for the inclusion of the items in the check sheet and further instructions for the use of the bulletin. The general committee would call attention to the widespread improvement of transcripts as a result of the work of the sub-committee. To secure still further co-operation of a small number of colleges which have not adapted their transcripts to the major points of those accepted standards, the Committee on Special Projects recommends to the Association that any member of the Association be justified in declining to accept a transcript which is

not substantially in accord with the agreed standards, especially in the point of including a descriptive title of each course as a part of the transcript. The sub-committee is likewise working on a project of securing the co-operation of the various state departments of education in accepting transcripts as a part of the applications for teachers certificates rather than the use of varied forms now in vogue. If it becomes impossible to secure the use of transcripts, then the sub-committee will seek to secure the use of a uniform certificate application blank by these state departments of education. The Committee recommends therefore that the chairman of the sub-committee be authorized to approach the chairman of the Council of Chiefs of State School Systems in the country for the purpose of asking that the Council devise a standard type of teaching certificate application which will not duplicate the information which ordinarily appears on an *adequate* transcript.

In 1947 the Committee on Special Projects undertook a study of the achievement of veterans admitted to college on the basis of the G.E.D. Tests as compared to a similar aged group admitted on the more traditional bases. The study was organized under the direction of Dr. Gordon V. Anderson, formerly of the Admissions Office at Northwestern University. Because of a shortage of trained help in the crowded post-war years, the results of the study have been disappointing; many registrars were unable to furnish data required by the Committee and the enormity of the task generally slowed down the study. In the meantime, a number of studies have been made of veteran achievement in local areas and the problem of admission of veterans is largely behind us. In view of the above and because of the need to direct the energies of the Association in other channels, the Committee recommends that the A.A.C.R. withdraw from the study as originally outlined.

At the Philadelphia convention in 1948, the Association voted to undertake the publication of a Registrar's Handbook. After considerable study of the availability of those interested in the project, President Thomason appointed a sub-committee composed of Dr. John E. Fellows as chairman, assisted by Miss Helen Burgoyne, Miss Alma Preinkert, and Mr. Arthur Southwick. The committee has had a series of meetings since arriving in Columbus and already has plans underway for the study. A method of approach has been outlined, and a work meeting will likely be called in the fall or winter

at which time much of the work will be done. The chairman would bespeak for the sub-committee your patience and sympathetic co-operation. The task will require much work over an extended period of time. The sub-committee will likely be able to complete its work in two to three years' time.

As a result of the widespread use of machines and tabulating equipment in registrars' offices and on request of several members of the Association, a sub-committee was appointed on the use of tabulating machine equipment in registrars' offices. This sub-committee is under the leadership of Mr. R. S. Johnson assisted by Mr. Prater and Mr. Dammon. The committee has had a number of meetings since arriving in Columbus and has plans under way for publishing to members of the Association the lists of institutions using various types of tabulating machine equipment. Furthermore, information will be furnished as to new developments and applications of these machines to those interested in the several areas. The Committee will likely request the addition of two new members to the committee, one from the New England area, the other from the West Coast. The committee will then organize itself for the purpose of fostering area workshops in strategic centers in the use of tabulating equipment.

W. P. CLEMENT, *Chairman*

#### REPORT OF THE COMMITTEE ON REGIONAL ASSOCIATIONS

Regional Associations are making steady progress not only in regard to their own activities but from the standpoint of better co-operation with our National Association. We now have twenty-seven associations, the New England Association giving us a new Regional Association this year.

A big feature of this year's work was the securing of the attendance of our National President, Dr. Fred Thomason, at the following Regional Association meetings: Ohio, West Virginia, Middle States, Pacific Coast, Southern, Tennessee and Mississippi.

Excellent communications have been received by your Chairman concerning the results of these meetings. As you will recall, we inaugurated this procedure for the first time last year, making a definite effort to provide the services of our National President or a member of the Executive Board at as many of the Regional Association meet-

ings as possible. Last year our President attended three Regional Association meetings. This year's President attended eight.

The past functions of the Committee on Regional Associations are continuing in a most healthy manner. Summary write-ups of Regional Association meetings have been turned in, suitable for publication in our JOURNAL. It is hoped that each region in the future will strive to give a summary of high points of their meetings and to make an outline of their progress. New officers of the Regional Associations have been reported in most cases promptly and the proper notices have been forwarded to the editor of our JOURNAL.

We are beginning to receive more frequent and accurate reports in regard to changes due to promotions, decease of members or retirement and it is urged by your Chairman that careful and accurate attention and prompt reporting be carried out in connection with these changes.

It has been possible through the work of the Regional Associations to canvass our membership in regard to two or three items of importance to the Executive Board of our National Association. This is a strong factor which will show ever increasing importance in welding together the opinions from our membership, to give weight to the decisions of our Executive Board and for actions at the time of our National Conventions. Your Chairman definitely feels that as closer and closer relationships are worked out in co-operation with our Regional Associations great benefits will accrue from a National Association viewpoint.

I wish to express my sincere gratitude to the members of this Committee on Regional Associations and to the Officers of each Regional Association for the excellent help that has been forthcoming during the past year. There are still many things that can be improved and your Chairman urges that constant and careful consideration of matters of importance to Registrars and to our National Association be continued; that our most excellent JOURNAL be more fully utilized; that membership be strengthened and increased, and that we make every effort possible to continue in active membership in our National Association all those who carry out functions naturally falling within the realm of the Registrar. One of our Regional Associations, formerly the Middle States Association of Collegiate Registrars has this year made a supreme effort to carry out this function by changing

its name to the Middle States Association of Collegiate Registrars and Officers of Admission.

The Chairman of this Regional Associations Committee should continue to serve as a liaison officer between the Regional Associations and the National Association. Great good can come from such co-operative effort.

Respectfully submitted,

R. S. LINTON, *Chairman*

It is now my sad duty to report the decease of the following members of our National Association of Collegiate Registrars:

SISTER MARY CHRISTINA who, since 1929, was Registrar of Mary Manse College in Toledo. She passed away suddenly on the evening of January 4 after a day of work in her office.

MISS ELIZABETH GEROULD, Registrar of Colorado Woman's College since 1942 passed away in her sleep May 10, 1948. Miss Gerould became a member of the science department at Colorado Woman's College and was chosen head of that department a few years later. She was to have received an honorary degree of Doctor of Science at the commencement exercises May 27 but was awarded the degree posthumously.

MARTIN HUGO SCHLICHTING died September 27. He had been Registrar and Director of Personnel of Wright Junior College since 1943.

MISS MARY TAYLOR MOORE, registrar at The Woman's College of the University of North Carolina, passed away on October 8, 1948, after almost a half century of service to the college, first as a student, then as an instructor and, finally, as registrar which office she held for 39 years.

#### HONORARY MEMBERSHIPS

By vote of the Executive Committee, certificates of honorary membership in the AACRAO were awarded at the 1949 convention to the following:

Clemens P. Steimle. Bachelor of Arts, Michigan State Normal College, 1907. Normal College life certificate, 1902. Taught one year at Albion (Michigan) High School and two years Principal of Hillsdale (Michigan) High School. Returned to the Normal College as



part-time assistant in mathematics while completing senior college requirements for a degree. Instructor in Mathematics, *ibid.*, 1907-09. Became the first and, thus far, the only Registrar of this institution, July 1, 1909. Incidentally the first registrar in the State Teachers Colleges of Michigan. Scheduled to retire, July 1, 1949. Secretary, AACR, 1927-30.

William S. Hoffman. Bachelor of Science, The Pennsylvania State College, 1911. Master of Science, *ibid.*, 1919. Instructor in Engineering Drawing, *ibid.*, 1911-13. Instructor, The Syrian Protestant College (now the University of Beirut), 1913-16. Assistant Professor, Engineering Drawing, The Pennsylvania State College, 1916-19. Assistant Registrar, *ibid.*, 1919-23. Registrar, *ibid.*, July 1, 1923-May 1, 1948. Registrar and Dean of Admissions, *ibid.*, May 1, 1948-February 28, 1949. Secretary of the Senate and Council of Administration, *ibid.* Retired with Emeritus rank, February 28, 1949. Editor, AACR, 1929-31; President 1939-40.

Carrie Mae Probst. Bachelor of Arts, Goucher College, 1904. Assistant Registrar, *ibid.*, 1904-07. Registrar, *ibid.*, 1907-July 1, 1948. Third Vice-President, AACR, 1923-24; President, 1947-48.

Josephine R. Morrow. Bachelor of Arts, University of Kansas, 1906. Secretary to the Dean and Registrar, Colorado College, 1910-18. Registrar, *ibid.*, 1918-June, 1947. Retired with Emeritus rank, June, 1947. Second Vice-President, AACR, 1928-29.

Lorena M. Church. B.A., Rockford College, 1905. M.A., University of Chicago, 1911. L.H.D. (honorary), Rockford College, 1948. Served as a member of the Department of English at Rockford College from 1906 to 1911. In 1915 she became Registrar and served in that capacity until 1948, when she retired on September 1.

#### REPORT OF THE COMMITTEE ON RESOLUTIONS

1. WHEREAS: The 35th Annual Convention of the American Association of Collegiate Registrars has been a very successful and inspiring meeting:

*Be It Resolved:* That this Convention express its thanks and appreciation to the members of the Executive Committee for planning a broad and vitally interesting program, which has proven beneficial to all registrars, experienced and inexperienced.

*Be It Further Resolved:* That we recognize our debt of gratitude to our guest speakers who brought us practical and inspiring messages—

President Arthur S. Flemming, Ohio Wesleyan University; Dr. George F. Zook, American Council on Education; Dr. Ralph McDonald, National Education Association; President Howard L. Bevis; and Vice-Presidents B. L. Stradley and Harlan Hatcher, The Ohio State University.

2. WHEREAS: We appreciate the enormous amount of planning and work necessary for the proper functioning of a convention of this size:

*Be It Resolved:* That we express our thanks to Dr. Ronald B. Thompson, Chairman of the Committee on Local Arrangements and his Associates who were responsible for registration, local entertainment, exhibits, news coverage, workshops, reception, banquet and regional luncheons.

*Be It Further Resolved:* That a vote of thanks be extended to the Ohio State University, Ohio Wesleyan University, Denison University, Otterbein College, College of St. Marys of the Springs and Capital University, which were host institutions to the Convention.

*Be It Further Resolved:* That we especially thank the Ohio State University, which so generously extended its hospitality in providing entertainment and refreshments.

*Be It Further Resolved:* That the management of the Neil House be complimented upon the quality of its accommodations and its hospitality.

3. WHEREAS: There is evidence of interest and concern among registrars with reference to the question of Federal Scholarships for higher education:

*Be It Resolved:* That the Executive Committee of this Association be authorized to study the question of Federal Scholarships and be empowered to take any action which it may deem advisable.

4. WHEREAS: COLLEGE AND UNIVERSITY, the official publication of our Association, has attained increasing professional stature, not only among our own membership, but among administrators and students of higher education generally:

*Be It Resolved:* That this Association go on record as recognizing our debt to Mr. W. C. Smyser and the members of the Board of Editors for services rendered.

Respectfully submitted,

E. VINCENT O'BRIEN

W. H. VAUGHAN

LUTHER E. BLEDSOE, *Chairman*

These resolutions were adopted by unanimous vote of the Convention.

#### INTRODUCTION OF THE NEW PRESIDENT

(Stenotypist's Transcription)

MR. THOMASON: Will Mr. McWhinnie come forward, please. Kindly let me say this. I am deeply grateful to all of you for the way in which you have co-operated with me this year. I say thank you.

It is now my very great pleasure to present to you Mr. McWhinnie, your President for next year. Mr. McWhinnie. (Applause)

MR. MCWHINNIE: Mr. Thomason and friends of the American Association of Collegiate Registrars and Admissions Officers:

It was my privilege yesterday to assure you of my gratitude and to request your support in the hope that in the coming year you would hold up my hand, even as Aaron of old held up Moses' hand. With that in mind, I accept this office this morning, accept this gavel from Dr. Thomason, with the hope and the aspiration that this year may be a year of helpfulness and service to you all as members of the Association. It is a privilege to follow Dr. Thomason as the President of this organization, to succeed him as an officer in an organization which he leaves in the condition in which he leaves this office as he retires as President. It has not only been a pleasure to be associated with him but it has been a pleasure to be associated with the members of the Executive Committee. Our meetings during the year have been a source of inspiration to take home to my own office and I shall ever remember those pleasant associations with Mrs. Happ, Miss Probst, Mr. Clement, Mr. Linton, Mr. Metz, Mr. Scribner and Mr. Smyser. But I look forward to the year ahead, and at this time I want to present to you the new officers of this Association, who take office today for the first time. May I ask Mr. Maruth, Miss Davis and Mr. Kastner to come forward? Miss Davis, your Second Vice-President; Mr. Kastner, your First Vice-President; Mr. Maruth, your Secretary. (Applause). We welcome you to this platform as officers of this Association, replacing Mrs. Happ, Dr. Thomason and Mr. Metz. We shall miss those members of the Executive Committee, who will not be with us next year, but we are confident that the new Executive Committee can carry on in the same fashion that has been the mark of the year just completed.

I want at this time to emphasize one particular thing. I realize the

hour is late and I don't expect to delay you a long time, but I desire especially to make one request. I solicit from you your letters with reference to the program, the work, the progress of this Association. I must limit the letters which I solicit to letters with reference to the work of this Association. I will have to exclude questionnaires, requests to evaluate foreign credits and fan mail, if any. I shall welcome your letters, your suggestions, an expression of your hopes, your aims, your ambitions, for the American Association of Collegiate Registrars and Admissions Officers.

The aim of this Association this year, as it has been in the past, will be to continue to make this an organization of mutual service. You, I am sure, will realize that all suggestions can't be utilized, but they can all be acknowledged with a friendly expression of gratitude, and I am sure we can get much help from many of them and, in that spirit, I ask you please to feel free to pass on your suggestions to me. Let me have them in writing. It will give me more opportunity to examine them and to consider them and pass them on to the Executive Committee.

The program for the meeting of 1950 is a matter of deep concern. If there is any most important assignment on the agenda for next year, it is the preparation of the program. We need your suggestions, we need your expressions of likes and dislikes with reference to the program of this year and past years. Please feel free to express yourselves. I am sure that we will want to continue the Workshops in one form or another. The question of the most popular and the most needful topics, topics warranting the most consideration, will be a matter of concern for all of us. I hope that you will feel free to make your suggestions with reference to next year's program, particularly the Workshops and the topics that can be embraced in next year's Workshop discussions.

You are, I am sure, concerned with the arrangements for next year's meeting. It is my pleasure to announce, on behalf of the Executive Committee, that the 36th Annual Convention of this Association is to be held in the City of San Francisco during the week beginning April 16, 1950. Further information, further plans, will be developed as we go along. I realize that San Francisco is far removed from the homes of many of you, from the locations of many of the institutions represented here. I hope that you will not be immediately overcome by that distance, that you will not immediately surrender to the

cost of that trip, that you will go home to your respective institutions and that you will survey your travel budget, if your travel budget is a problem—and I am sure that it is in many instances, in most instances, in fact—that you will survey your travel budget, that you will begin to plan and devise means by which you can attend that convention. Perhaps you can hold a white elephant sale of some of the equipment in your office. Perhaps you can sell the office typewriter or at least take it to the pawnshop. Perhaps you can rob the baby's bank, but I am sure that your ingenuity and resourcefulness will result in your exploring every possibility. I am sure that some of you will want to consider the possibility of a combination business-vacation trip to the shores of the Pacific, to the City of San Francisco in April 1950.

I am not particularly concerned about the number in attendance. It will be a satisfaction, of course, if we can exceed the number attending in most previous years but I am more concerned with the service which next year's meeting can render to you and to other registrars throughout the nation by your attendance there. And there is no substitute for attendance in receiving the benefits and the helpfulness of a national meeting.

I think of the story of the young man who was called into the dean's office—this is one of those young fellows who had all the ability, all the potentialities in the world, but who had difficulty in meeting his academic responsibilities; one aspect of his problem being the fact that he couldn't get to 8:00 o'clock classes and that his efforts weren't very long sustained. The dean was adjuring him to put forth his best efforts and the dean went on something in this fashion:

"Don't you know that in order to become president of this institution, you must arise early in the morning, you must work all day long until late at night, 7 days a week, throughout your four years? No less devotion to duty will suffice if you would become president of this institution, which I am sure you will agree is an honorable and an exemplary position."

And that boy turned aside and smiled and he said, "But, sir, I don't care to be president of this university. I only want to be a dean."

So it is with my ambitions for our 1950 meeting—I am not concerned with attendance for attendance sake, but I am concerned with attendance for the less spectacular reason that it is an element of helpfulness and of service to members of this Association. In that spirit,



I hope that you can join us there next year in San Francisco and that in the meantime you will supply the materials, the suggestions and the membership participation that we need to develop a program that will make next year's meeting a success.

There will be a luncheon meeting of the Executive Committee in the Coffee Shop immediately following adjournment, as arranged last evening.

Are there any other items of business to come before this meeting before we proceed to adjourn?

Do you folks have any suggestions or any business to offer? Is there any business from the floor? Then I wish you all a pleasant and successful journey homeward, a successful year in the year to come, and, looking forward to seeing you in San Francisco, I declare this 35th Convention of the American Association of Collegiate Registrars stands adjourned.

#### COLUMBUS CONVENTION, 1949—REGISTRATION BY STATES (Delegates and Guests)

Alabama .....	3	North Carolina .....	8
Arkansas .....	10	North Dakota .....	3
California .....	11	Ohio .....	121
Colorado .....	7	Oklahoma .....	6
Connecticut .....	2	Oregon .....	1
Delaware .....	1	Pennsylvania .....	36
District of Columbia .....	7	Rhode Island .....	3
Florida .....	7	South Carolina .....	8
Georgia .....	7	South Dakota .....	2
Illinois .....	36	Tennessee .....	21
Indiana .....	26	Texas .....	12
Iowa .....	11	Utah .....	2
Kansas .....	10	Vermont .....	5
Kentucky .....	16	Virginia .....	10
Louisiana .....	4	Washington .....	2
Maryland .....	11	West Virginia .....	18
Massachusetts .....	11	Wisconsin .....	11
Michigan .....	38	Wyoming .....	2
Minnesota .....	6		
Mississippi .....	4	Canada .....	10
Missouri .....	20	Mexico .....	2
Nebraska .....	6	Puerto Rico .....	1
New Jersey .....	5		
New York .....	43		
			586

# REGISTRATION OF MEETINGS 1910-1949

<i>Registra- tions</i>	<i>Year</i>	<i>Place</i>	<i>President</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College (Chairman)
30	1911	Boston	A. H. Espenshade, Pennsylvania State College (Chairman)
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	*J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	*G. O. Foster, University of Kansas
69	1916	New York	Walter Humphries, Massachusetts Institute of Technology
66	1917	Lexington	*F. A. Dickey, Columbia University
106	1919	Chicago	*A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington	Ezra L. Gillis, University of Kentucky
118	1922	St. Louis	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder	*T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis	G. P. Tuttle, University of Illinois
214	1927	Atlanta	*R. M. West, University of Minnesota
253	1928	Cleveland	Ira M. Smith, University of Michigan
119	1929	Seattle	C. E. Friley, Agricultural and Mechanical College of Texas
250	1930	Memphis	E. J. Grant, Columbia University
252	1931	Buffalo	J. P. Mitchell, Stanford University
282	1932	Chicago	R. N. Dempster, Johns Hopkins University
266	1933	Chicago	J. G. Quick, University of Pittsburgh
219	1934	Cincinnati	*F. O. Holt, University of Wisconsin
245	1935	Raleigh	K. P. R. Neville, University of Western Ontario
309	1936	Detroit	*Alan Bright, Carnegie Institute of Technology
285	1937	Kansas City	J. R. Sage, Iowa State College
334	1938	New Orleans	Fred L. Kerr, University of Arkansas
442	1939	New York	Edith D. Cockins, Ohio State University
325	1940	St. Louis	William S. Hoffman, The Pennsylvania State College
404	1941	Chicago	J. C. MacKinnon, Massachusetts Institute of Technology
316	1942	Chicago	A. H. Larson, Eastman School of Music
381	1944	Chicago	*J. R. Robinson, George Peabody College
285	1946	Atlanta	Ernest C. Miller, University of Chicago
380	1947	Denver	S. Woodson, Canada, University of Missouri
622	1948	Philadelphia	Carrie Mae Probst, Goucher College
586	1949	Columbus	R. Fred Thomason, University of Tennessee

\* Deceased.

## MEMBERSHIP OF THE ASSOCIATION, 1914-1949

<i>Year</i>	<i>No. of Members</i>		
1914	62	1934	671
1915	100	1935	671
1916	223	1936	699
1917	140	1937	722
1919	177	1938	756
1920	194	1939	784
1922	210	1940	790
1924	299	1941	802
1925	331	1942	823
1926	384	1943	814
1927	504	1944	874
1928	622	1945	969
1929	696	1946	1054
1930	749	1947	1200
1931	754	1948	1181
1932	720	1949	1245
1933	705		

## Reported to Us

A. H. P.

### *Colleges and Universities*

A 53-year-old law school, the Washington College of Law, has become a division of the American University. The school will be known as the Washington College of Law of the American University.

The American University has announced a graduate degree in communications for the completion of work in journalism, public relations, or radio-television studies.

The administration at Arizona State College provides a bookkeeping service for the Associated Students to help offset the loss that the student organization takes from the loss of activity fees from scholarship students.

Bennington College will raise charges next fall from \$1,100 to \$1,200 and increase the enrollment from 300 to 350.

Bowling Green State University has a new major program designed to prepare students for guidance and counseling posts, chiefly in the public school.

During the summer semester Boston University will offer, without charge, to educators and the public, a series of conferences and courses on current developments in elementary and secondary education.

A Boston University government professor is bringing the United Nations to the classroom by the use of a tape recorder. Presented in the native language, the broadcasts bring to students a new concept of the emotion and excitement of the original talks.

At Brown University and Pembroke College there is an art lending library of 550 originals and reproductions, believed to be the largest of its kind on any campus. For 50 or 75 cents the pictures can be rented for a semester for dormitory rooms. The collection, augmented by yearly purchases, is managed by the student center.

Brown University will add to its American Civilization program a course "The History of Science in America."

Brown University, hoping to help dissipate the nervous tension built up during the examination period, has scheduled noontime movie programs consisting of comedy shorts.

Two home-study courses, "World Politics" and "Economics for Everybody" will be co-ordinated with the weekly Round-Table radio forum of the University of Chicago.

The University of Chicago will open its basic professional nursing course to qualified men students next fall. It is a five-year program leading to a degree.

Columbia University will open its new East Asian Institute for graduate studies next year. The work of the institute will deal almost exclusively with area studies on Japan and China during the first few years. Twenty to twenty-five students will be admitted in the first group.

Under a grant from the Carnegie Corporation of New York three visiting professors will spend next year at Columbia College to study its courses in general education.

Columbia College will be able to provide scholarships for about 275 students annually from a perpetual \$100,000 endowment fund established by the Charles Hayden Foundation of Boston for young men from Greater New York and Boston.

Columbia College will offer an introductory course in the natural sciences for freshmen and sophomores of the "non-science" group.

Compton College has published a booklet entitled, "Here Is Something We Are Proud Of," an educational follow-up study of all former students through 1946. The students' record at Compton in junior college work is compared with the record made at other colleges they attended.

The controversial probation system is being reviewed by a faculty committee at Cornell College. The general trend of thought among faculty members regarding the problem of probation seems to favor the putting of probation in the hands of the probationers' advisers. This would make academic probations strictly a matter between the individual student and his adviser.

The School of Education at Cornell University gives student "internships" as school superintendents and principals. The project has aimed at



strengthening the preparation of school administrators in what has appeared to be a weak point—practical experience.

The Department of English of the University of Delaware has recommended that the state's high schools extend their teaching of English composition through all twelve grades, even though this means a different emphasis on the study of literature.

An FM educational broadcasting station, the first 10-watt station in the country, has been authorized for DePauw University by the Federal Communications Commission.

DePauw University is sponsoring its fifth annual Educational Guidance Clinic for high school graduates.

Drexel Institute of Technology will offer a new curriculum leading to a Master of Science degree in library science.

The Sociology Department of Evansville College (Indiana) will sponsor summer tours to Europe and Mexico.

All entering freshmen at Harvard College next year will be required to take at least one course in general education. The following fall the requirement will be increased to two courses, while the freshman group of 1951 will have to pursue elementary courses in the humanities, social studies, and natural sciences.

Designed with the advice of student representatives, the recently completed Lamont Library at Harvard University embodies the latest features for comfort and utility in study and recreational reading.

Harvard College reports that students are making better academic records than at any time in the history of the College. Figures released reveal that last spring 35 per cent of the student body was on the Dean's list (A and B grades) as compared with 26 per cent in the 1930's. In the best pre-war year, 1940-41, 31 per cent made the Dean's list. Over 62 per cent of the College made Group IV (two Bs and two Cs) as compared with 53 per cent in 1940-41.

The experiment of President James B. Conant and others in teaching "the tactics and strategy of science" to non-science students in Harvard College is described in a pamphlet entitled "The Growth of the Experimental Sciences."

Haverford College sponsors an annual Alumni Family Week-end, with programs for all age groups.

Illinois Institute of Technology offers a two-hour non-credit course on how to study. Emphasis is placed on skilled reading and increased vocabulary. Economical and effective study methods for each regular course are covered in the course.

A curriculum designed to prepare a new type of secretary with a sound background in economics and business as well as high proficiency in office knowledge and skills will be inaugurated by the University of Illinois College of Commerce and Business Administration next fall.

Johns Hopkins University has created the Isaiah Bowman School of Geography, the first such school in the United States, and named it in honor of President Emeritus Isaiah Bowman, one of the world's leading geographers, who retired January 1, 1949.

John Marshall College has organized an "Institution of Readers," to broaden the intellectual background of students. Provocative material on all types of subjects is presented by the "readers," all members of the faculty. The readings are not lectures and attendance is not compulsory.

The Graduate School of Kansas State College announces a new degree, Master of Science in the field of extension education, with broad general requirements rather than specialization.

The School of Fine Arts of the University of Kansas will offer a new four-year major in jewelry and silversmithing leading to the baccalaureate degree.

Lafayette College will open a School of History and International Affairs next year to train men for special service abroad and to promote international understanding.

Lehigh University has published a booklet, "Senior Placement Information," designed to help students in having successful interviews when they apply for jobs.

Long Island University has established an In-Service Division, to help working men and women to improve their basic education and to enable them to advance in their vocational fields.

A new method of instruction, undertaken by the English department at Los Angeles City College, consists of removing the rows of armchair desks and introducing the table or "communication" idea. Classes are divided into table groups made up of eight students. Papers were evaluated by each member of the group, thereby getting seven opinions rather than the instructor's one.

The Louisville Free Public Library and the University of Louisville, through its division of adult education, have established neighborhood colleges at branch libraries. The system includes five branches, one of which is for Negroes. The program of the Louisville neighborhood colleges is based upon the philosophy "that mature people have the right and privilege of doing university work at no cost, especially in a state or municipal institution."

The University of Maryland will discontinue its U. S. Army Reserve Officer Training Program, and will institute an expanded Air Force R.O.T.C. program.

At the Mid-Century Convocation of the Massachusetts Institute of Technology, Mr. Laird Bell, Chairman of the University of Chicago's Board of Trustees and also member of Harvard's Board of Overseers, suggested a community chest for college contributors with distribution determined by men giving special attention to the merits and needs of each soliciting institution.

Dr. James R. Killian, Jr., the new president of Massachusetts Institute of Technology, feels it is absolutely essential for engineers, scientists, and other technically trained men to receive in addition to their technical training a well-rounded background in the liberal arts. The amount of time devoted to the humanities must be substantially increased even if it means dropping specialized professional courses.

The Massachusetts Institute of Technology will increase tuition rates \$100 next year, making the comprehensive tuition fee \$800 for the academic year.

Through a grant from the Westinghouse Educational Foundation, Massachusetts Institute of Technology is offering fifty fellowships for teachers of science for a six-weeks' summer course.

Michigan State College held its twelfth annual Student-Principal Conference this year.

The University of Minnesota offered an experimental course this year in "Religion in Minnesota." Studies covered the sects and denominations found in the state's history and included field trips to churches and synagogues.

A new evening course dealing with the psychology of attitudes and public opinion will be offered by the general extension division of the University of Minnesota.

The University of Missouri is discontinuing its practice of granting extra credit hours for high grades, and diminishing credit for low grades.

The University of New Hampshire next year will increase tuition rates for residents from \$160 to \$200, and for non-residents from \$360 to \$450.

A summer session program designed to prepare more New Hampshire high school seniors for college work is being planned by the University of New Hampshire.

A plan for independent study at the University of New Hampshire will permit seniors who have demonstrated superior ability to take a special program replacing in part courses usually taken in the senior year.

Northeastern University at Boston has introduced a series of college-level off-campus courses for labor unions.

Northwestern University's Bureau of Placement reports that the employment of newly-graduated college men by the nation's large corporations seems to have reached a leveling-off period.

The Marriage Counseling Clinic at Ohio State University supplements classroom instruction provided in four marriage courses. One such basic course, covering "Factors in Successful Marriage," attracts 1,200 students yearly with sections held hourly every day of every quarter. Personal questions arising during the classroom lectures have stimulated requests for individualized guidance. The chairman of the marriage counseling section of the National Council on Family Relations will assist other colleges and universities in establishing curricula for the training of counselors in accordance with the new certification standards of the American Association of Marriage Counselors.

The University of Oklahoma has a new music practice building with sixty-eight sound-proof rooms.

The Pennsylvania College for Women will require for graduation a tutorial in the major subject.

At the University of Pittsburgh in conjunction with the English Placement examination, a new English course has been established. It meets once a week for two hours and is restricted to the teaching of remedial fundamentals.

The University of Portland has a new course entitled "Discussion and Leadership." It is required for all Student Council members.

Princeton University reports a steady decrease each year in the percentage of failures. Less than 1 per cent of the study body was dismissed for scholastic deficiency at the end of the fall term.

Four of the five temporary off-campus centers at Rutgers University, which were organized as a solution to post-war college overcrowding, will be closed in June.

The Salzburg (Austria) Seminar attempts to bring to Europeans the American way of life. It is primarily a summer school. The seminar is staffed by distinguished American professors.

Students at St. John's College (Maryland) will provide the living expenses and the institution of a scholarship for a displaced, stateless student from one of the displaced persons' camps.

A new "Careers" course at Stevens Institute of Technology has leading industrialists as lecturers. It is designed to help students choose and prepare for the right job.

Syracuse University will offer graduate courses leading to the master's degree in library science.

The abolition of the present method of grading students has been advocated by Syracuse University's Evaluation Service Center. It claims that traditionally, the major objectives of educators in grading students has been to pronounce a judgment or derive a grade, but that the main purpose should be to improve learning. As a result of evaluation, every student should see his strengths and weaknesses more clearly in order that his next efforts may be directed with enlightenment.



The University of Toledo faculty recently voted to discontinue granting college credit for the General Education Development tests on the college level.

Trinity College (Connecticut) has a two-term ten-week summer session, in which a student may earn a semester's credit by intensive study.

The Graduate School of Tulane University has instituted a ten-year program for closer co-ordination of high school and college teaching methods. From two to four teaching fellowships will be offered annually to selected high-school English teachers, who will teach freshman English courses and assist in the conduct of a course in teaching methods which is a required study for all English assistants and first year instructors.

A major program in public administration leading to a bachelor of arts degree has been established in University College, night division of Tulane University, for the benefit of night-school students and the municipal, state, and federal employees in the New Orleans area.

Tulane University has introduced an international program designed to train persons for the United States Foreign Service and for service abroad in the employ of American corporations.

The reorganization next fall of the Associated Colleges of Upper New York, includes the closing of Sampson College and the consolidation of the program on the campuses of Champlain College (Plattsburg) and the Middletown Collegiate Center.

A new committee at the Utah State Agricultural College has been appointed to plan a program of better basic education. It is felt that land-grant colleges should not only provide technical training, but education for home-making and citizenship and well-rounded mental development.

Valparaiso University will no longer require mid-term reports. Delinquent notices will be sent to students when grades fall down to a "D" average in a course.

Valparaiso University has organized a group of senior faculty members as a permanent body to "assist the president in the formulation of policies affecting the general welfare of the University."

The University of Vermont and the Vermont State Agricultural College have a foreign study program as a regular part of their curriculums. Last

summer 300 students went to Europe for a summer course in the social sciences.

The University of Virginia reports that approximately one-half of the members of the entering class of 902 students failed one or more courses last semester. Because of the higher than usual rate of first-year failures, the administration made a study to discover the causes. Results of the study show that the failures are due to lack of study, inadequate living quarters, and inability to read sufficiently well.

The Community College Service at Washington State College has undertaken a co-operative venture with the National Broadcasting Company to present a course in literature by means of radio.

The "President's Council," at the University of Wisconsin is a group consisting of student leaders and faculty members who meet periodically to discuss policy questions of mutual interest. It provides a direct channel of communication among administration, faculty, and student body.

The University of Wisconsin reduced the board rate in the men's and women's dormitories \$10 for the second semester.

The University of Wisconsin has a new Community Leadership in Recreation curriculum.

President Seymour of Yale University complains that most American colleges plan curriculums with too little time left for contemplation.

A Psycho-educational Clinic, specializing in the adjustment problems of gifted children and those of refugee families, has been opened by Yeshiva University as an integral part of the University's School of Education and Community Administration.

*Reports from Associations, Organizations, and Government Departments*

The *American Quarterly* is a new national magazine devoted to the interpretation of American life and culture, past and present, for the lay reader as well as for the scholar.

The American Council on Education is sponsoring, in co-operation with some thirty national groups, a conference on the Role of Higher Education in International Understanding.

One of the chief objectives of the Association of American Colleges' new Commission on Minority Groups in Higher Education is to inaugurate a nation-wide campaign to prevent the enactment of coercive legislation against discrimination in the admission policies of colleges.

The Carnegie Corporation of New York has made a grant of \$105,000 for the establishment of a program of Russian studies at Bryn Mawr, Haverford, and Swarthmore Colleges.

The Office of Education has published in *Higher Education*, April 1, 1949, a "Survey of College Teacher Personnel." In this study 1,351 full-time faculty members expressed opinions as to the satisfactoriness of their jobs. In the May 1 issue the report continues "How Do Faculty Members Like Their Jobs?"

The April 15, 1949, issue of *Higher Education* carries an article on "Salaries of College Teachers."

The Hoover Commission, officially known as the Commission on Organization of the Executive Branch of the Government, made only one positive recommendation on Education, namely to place the Office of Education in a new Department of Welfare. Some observers believe this suggestion, if accepted by Congress, would lower the prestige of the Federal educational agency by burying it deeper in the government's over-all welfare service.

The census of foreign students of the Institute of International Education reports nearly 27,000 foreign students in the United States this year. This is an increase of about 3,000 students over the previous year.

Sponsored jointly by the Philadelphia Board of Education, the Philco Corporation, and television station WPTZ, "Operation Blackboard," is reported to be the first major product to use television in the classrooms of many schools simultaneously. It was launched in public, parochial, and private schools in Philadelphia during March.

The Regional Council for Education has put into effect the educational compact entered into by twelve Southern States, which takes advantage of a provision in the United States Constitution which permits states to make compacts among themselves. Contracts have been signed by the Council to provide medical, dental, or veterinary training for students in states which do not provide such training. Approximately 225 white and 200 Negro students are expected to enroll next fall under the contracts.

The newly-formed Student Federation of Louisiana Colleges and Universities is planning a loan fund which would enable students to make small emergency loans at a reasonable service fee. This service will be administered by student-body officers.

*School and Society* in its May 7, 1949, issue reports on a study of "Teaching and Service Loads of College and University Staffs" based on questionnaires answered by forty colleges of arts and sciences and fifteen teachers' colleges.

UNESCO has published an illustrated booklet, *Universities in Need*, designed to help in the collection of funds, books, scientific and other equipment, as well as food and clothing, for distribution to students in war-ravaged areas of Europe and Asia.

The U. S. Department of Labor in co-operation with the Veteran's Administration and other government agencies has prepared, primarily for use in vocational guidance a comprehensive report, the "Occupational Outlook Handbook."

The American Council on Education has admitted to associate membership, the U. S. National Student Association. This is the only student organization to hold membership in the council. The NSA also holds membership in the National Education Association and the U. S. Commission for UNESCO. The NSA claims it represents 800,000 students in 281 colleges and universities.

The United States National Student Association has published a directory detailing foreign "Work-Study-Travel Opportunities" for the summer. Detailed information covers transportation, expenses, and scholarships.

The United States National Student Association has asked Congress to enact legislation to provide a national program of federally financed scholarships for approximately 300,000 college students. The "civilian GI bill" would provide for direct support to the individual on the basis of need and ability and would be administered by the States without discrimination as to race, creed, or economic or social status.

The executive committee of the U. S. National Student Association meeting recently heard a report on alleged violations of academic freedom at Olivet College, Michigan. After thorough discussion of the NSA investigation of the case, the committee decided they found no just reasons for the removal of Professor Barton Akely, a sociology professor, and recom-

mended that a full hearing be given by the Olivet College Board of Trustees.

*News Concerning Registrars and Admissions Officers*

Dorothy Fox, Assistant Registrar, Barnard College, has been named Associate Registrar; Mrs. Clisby DuBose has succeeded Miss Fox.

Peter Olesen will retire after twenty-five years as Registrar of Carleton College. He will be succeeded by Dr. Kenneth W. Wegner who is also Professor of Mathematics.

Miss Elizabeth Wood Gerould, Registrar, Colorado Woman's College since 1942, died May 10, 1948.

Mr. William H. Bohning is Registrar at the University of Delaware. He succeeded the late R. C. Spencer, Dean and Registrar.

J. Thomas Askew, Director of Admissions, University of Georgia, has been appointed Dean of the Division of Student Affairs and Assistant to the President. Walter N. Danner, Jr., professor of agricultural engineering, has succeeded Dr. Askew.

Eleanor Clifton, Director of Admissions, Goucher College, has been appointed Dean of Simmons College.

William M. Westley replaced J. A. Saathoff as Registrar at Jamestown College, Jamestown, North Dakota, November, 1948.

Mr. Ralph E. Hill is retiring on June 30 as Registrar at the University of Louisville after twenty-one years of service. His successor will be John M. Houchens. Mr. Hill has been a member of our Association for many years, and a faithful convention-goer. We will miss him at our meetings.

Sister Mary Christina, Registrar of Mary Manse College, Toledo, Ohio, died January 4, 1949.

Miss Inez Hogue of Monmouth College has been Registrar at that institution for twenty-five years.

Mr. E. R. Child, Registrar, Nebraska Central College from 1944 to 1947, died November 6, 1948.

Mr. Ralph E. Perry is Registrar at Olivet Nazarene College at Kankakee,



Illinois, replacing L. E. Marquart who is working on his Ph.D. at the University of Chicago.

H. Sherman Oberly, Dean of Admissions, University of Pennsylvania, has been named president of Roanoke College, Salem, Virginia.

Miss Mary B. Lothrop, teacher of French, Brearley School, has been appointed Associate Director of Admissions, Radcliffe College.

Dr. Jordan Cavan, Professor of Education at Rockford College, is now serving as Registrar.

Martin Hugo Schlichting, Registrar and Director of Personnel, Wright Junior College since 1943, died September 25, 1948. Mr. R. Clark Gilmore is now Registrar at Wright Junior College.

William A. Engel, Jr., has been appointed Registrar of Juniata College, Huntington, Pa. Mr. Engel succeeds Pressley L. Crummy, who is now at Kirksville College of Osteopathy in Missouri. Mr. Engel has been director of publicity at Juniata and will continue to supervise the news bureau and campus publication.

## Employment Service

Notices must be accompanied by a remittance in full in favor of *The American Association of Collegiate Registrars and Admissions Officers* and should be sent to the Editor in care of the *Office of the Registrar, Miami University, Oxford, Ohio*.

Notices will be inserted in the order of their receipt.

Rates: For four insertions, limited to not more than fifty words, including the address, four dollars. Additional insertions at the regular rate. Extra space will be charged at the rate of five cents a word.

In making this page available to those seeking personnel and to those seeking employment, the Association expects that at least some reply will be made to all those answering announcements. The Association assumes no obligation as to qualifications of prospective employees or responsibility of employers.

**POSITION WANTED:** As Director of Admissions, Registrar, or Assistant, by man with considerable experience as principal of large senior high school. Also qualified for Director Placement Bureau. B.S. (Kansas State), M.A. (University of Chicago), Graduate Study (Harvard University). Excellent credentials. Methodist. Address DWM, care Editor. (4)

**POSITION WANTED:** Beginning July, 1949 as Director of Admissions, Registrar, or Adviser by married veteran with three and a half years' post-war experience in Admissions Office of large, prominent Eastern university. Familiar with all phases of admissions and advisory work both domestic and foreign, registrar's procedure, and general university administration. Has Columbia A.B. and A.M. Address MFN, care Editor. (2)

**POSITION WANTED:** As registrar; B.A., graduate work; eighteen years' secondary school experience, last ten as principal of private school; trained and experienced in journalism and newspaper publicity and also in guidance work; single, 42, no dependents; willing to travel. Write T, care Editor. (2)

**POSITION WANTED:** Young woman with several years experience as assistant registrar desires position as registrar or assistant registrar in small college in Southwest. B.Ed. and M.A. degrees. Address CMG, care Editor. (2)

**POSITION WANTED:** Single young man holding degrees from major University desires appointment as Director of Admissions, Student personnel officer, Public relations director or Registrar in college. Unusual professional experience in large eastern university and smaller colleges. Presently employed in field. Address "XYZ," care Editor. (2)

**POSITION WANTED:** Married man, M.A. (Ed. Psych.) U. of Minn.; resigning after twenty years with midwestern liberal arts college; most recent experience, ten years as registrar and four years as director of personnel services. Ten years previous experience as director of admissions and alumni affairs. Address WG, care Editor. (1)

**POSITION WANTED:** As Director of Admissions or administrative assistant in registrar's office, larger institution. Now in fourth year as Director of Admissions. Two years experience as Alumni Secretary. Married, 30, Protestant. Prefer northeastern or mid-western U.S. Address "O" care editor. (1)